MARSHALL UNIVERSITY®

Assessment Report
Academic Year 2015 – 2016

October 2016

MARSHALL UNIVERSITY®

Higher Learning Commission Reaffirmation

December 2015

Detailed information at

https://www.hlcommission.org/?option=com_directory&Action=ShowBasic&instid=1665

Action Letter from Higher Learning Commission

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

December 17, 2015

Mr. Gary White
Interim President
Marshall University
One John Marshall Drive
Old Main 216
Huntington, WV 25755

Dear Interim President White:

This letter serves as formal notification and official record of action taken concerning Marshall University by the Institutional Actions Council of the Higher Learning Commission at its meeting on December 14, 2015. The date of this action constitutes the effective date of the institution's new status with HLC.

Action with Interim Monitoring. IAC continued the accreditation of Marshall University with the next Reaffirmation of Accreditation in 2025-26. In conjunction with this action, IAC required the following interim monitoring.

Embedded Report. A Report on student complaint policies and procedures embedded in the Year 4 Assurance Review.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at http://www.hlcommission.org/isr-request.

Information on notifying the public of this action is available at http://www.hlcommission.org/HLC-Institutions/institutional-reporting-of-actions.html.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Andrew Lootens-White. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley

Barbara Gellman-Danley
President

CC: ALO

Program Assessment Report Results: Academic Year 2014 – 2015

Evaluated during Academic Year
2015-2016
Go to
www.marshall.edu/assessment/AssessmentPlanArchive.aspx
To read program assessment plans

Annual Program Assessment: 2014 - 2015

- Annual assessment reports were due from 159 programs. These were a combination of undergraduate certificate programs (6), undergraduate degree programs (65 [2 associate and 63 baccalaureate – in some cases majors within degree programs submitted separate reports]), graduate certificate programs (31), and graduate degree programs (57 inclusive of Master's, doctoral, and professional programs).

- 112 annual assessment reports were submitted
  - 1 Undergraduate Certificate Report
  - 54 Undergraduate Degree Program Reports
  - 10 Graduate Certificate Reports
  - 47 Graduate Degree Program Reports

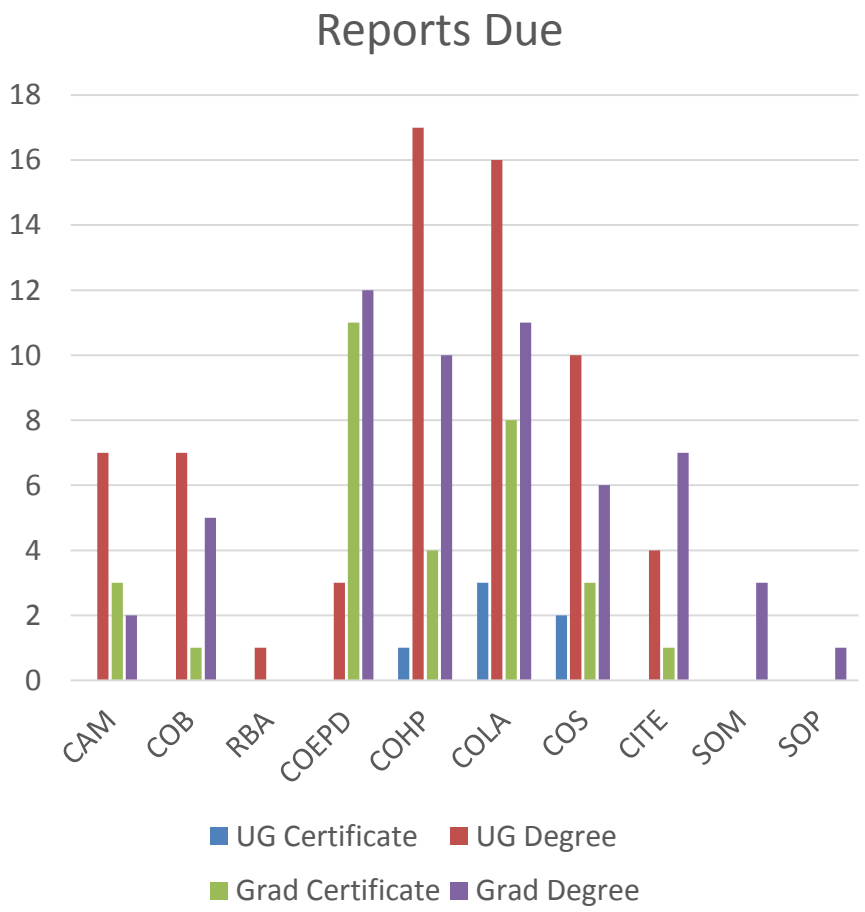
- Reasons why 47 reports were not submitted
  - Undergraduate Certificates – 1 programs was new; 1 program is developing its assessment plan; 3 programs gave no reason
  - Undergraduate Degree Programs – 5 programs were new; 1 report was not completed due to illness; 5 programs gave no reason
  - Graduate Certificates – 11 programs from COEPD complete SPA or CAR reports for CAEP or WV; 2 certificates are developing assessment plans; 8 certificates gave no reason
  - Graduate Degree Programs – 1 program was new; 2 professional programs completed assessment reports, but are not yet submitting them centrally; 7 programs gave no reason

Reports Due

Reports Due by College Table

College	UG Certif	UG Degree	Grad Certif	Grad Degree	Total
CAM	0	7	3	2	12
COB	0	7	1	5	13
RBA	0	1	0	0	1
COEPD	0	3	11	12	26
COHP	1	17	4	10	32
COLA	3	16	8	11	38
COS	2	10	3	6	21
CITE	0	4	1	7	12
SOM	0	0	0	3	3
SOP	0	0	0	1	1
Total	6	65	31	57	159

Reports Due by College Chart

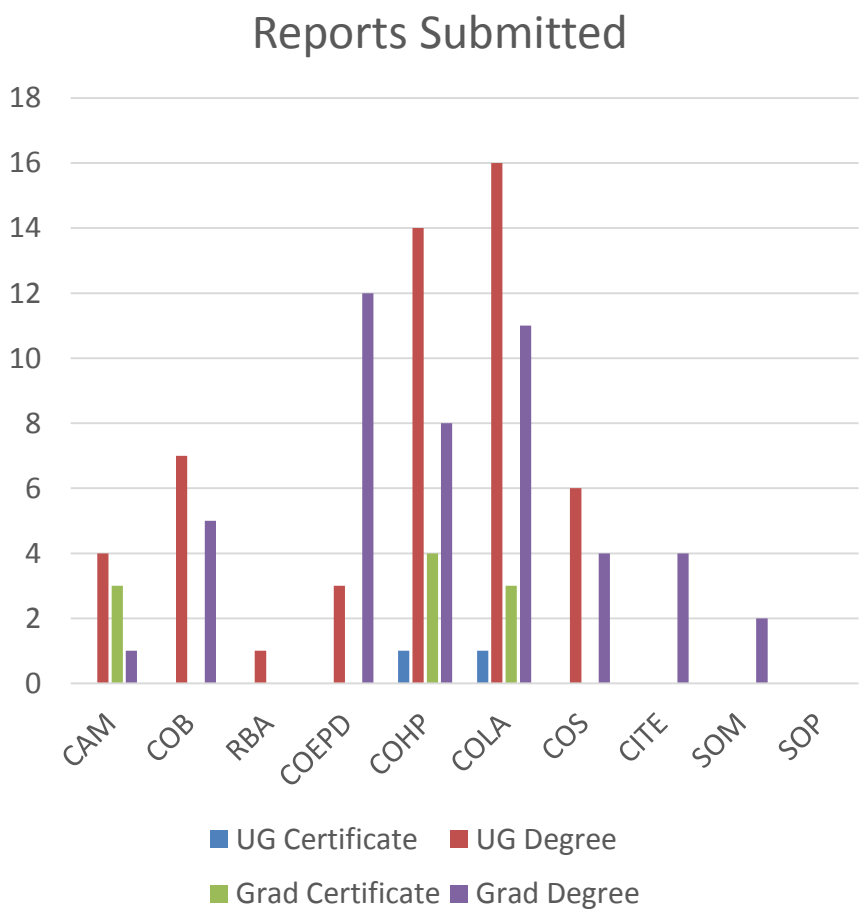


Reports Submitted

Reports Submitted by College

College	UG Certif	UG Degree	Grad Certif	Grad Degree	Total
CAM	0	4	3	1	8
COB	0	7	0	5	12
RBA	0	1	0	0	1
COEPD	0	3	0	12	15
COHP	0	14	4	8	26
COLA	1	16	3	11	31
COS	0	6	0	4	10
CITE	0	3	0	4	7
SOM	0	0	0	2	2
SOP	0	0	0	0	0
Total	1	54	10	47	112

Reports Submitted by College



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 (of which the majority should be direct) are identified for all outcomes. ____ At least two assessment points are identified at appropriate points in the curriculum.	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 do).	Level 2 *All in Level 1 plus* ____ Measures are valid in that they afford reasonable inferences regarding outcomes.	Level 2 *All in Level 1 plus* ____ Reported results are derived from valid assessment measures (of which the majority should be direct).
Level 3 *All in Levels 1 and 2 plus* ____ Learning outcomes span multiple learning domains and higher orders of learning, i.e. analysis, synthesis, and evaluation are included.	Level 3 *All in Levels 1 and 2 plus* ____ Assessment measures allow sufficient detail to inform improvement, e.g. employ analytic rubrics or other methods of analysis.	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. ____ If data warrant, a specific plan for improving student learning or the assessment process, based on a clear analysis of assessment results, is presented.

Comments:

Results (Scale ranges from 0 to 3; RBA excluded from analysis due to different scale)

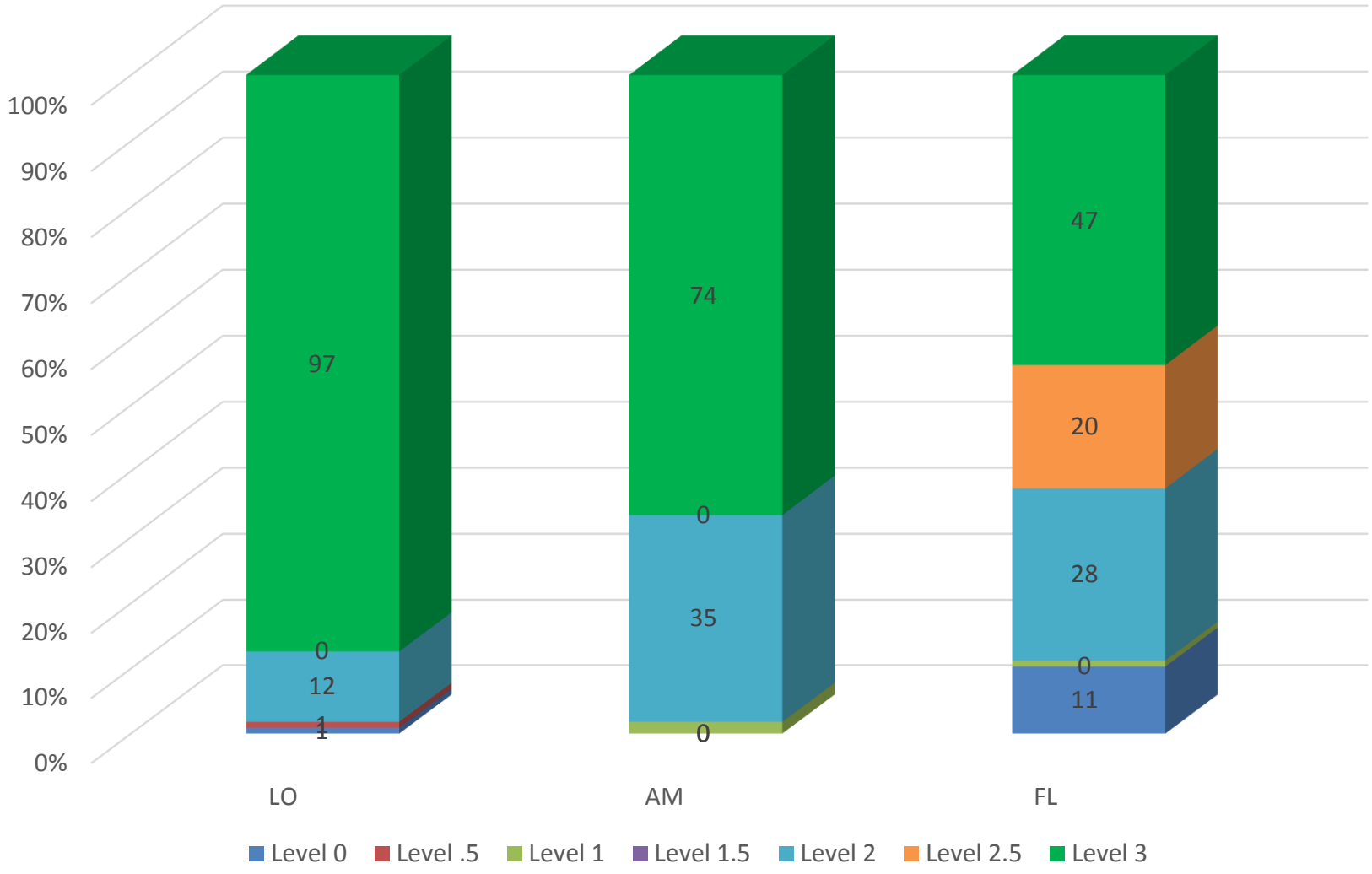
- Student Learning Outcomes (*M* = 2.842; *SD* = 0.472; *skewness* = -3.76; *n* = 111)

- Assessment Measures (*M* = 2.649; *SD* = 0.516 *skewness* = -1.03; *n* = 111)

- Feedback Loop (*M* = 2.318; *SD* = 0.902;

  skewness = -1.64; *n* = 107 [four certificate programs had no students])

Program Assessment Results



Use of Data to Inform Improvement: Recommendations from 2014-2015

- 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. - Highlighting programs with strong assessment has not been done and should be discussed this year.

- The assessment committee will continue to review degree and certificate program assessment reports in the fall of each academic year. This practice continues.

- 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. All programs that submitted reports by fall 2015 received feedback in January 2016.

- The Assessment Committee will review the rubric for currency. – The Assessment Committee reviewed the rubric and made changes in fall 2015.

MARSHALL UNIVERSITY®

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

Academic Year 2015 – 2016

Executive Summary:

CLA+ Population/Sample Comparisons

Freshmen
(sample = 59; population = 1,850)

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

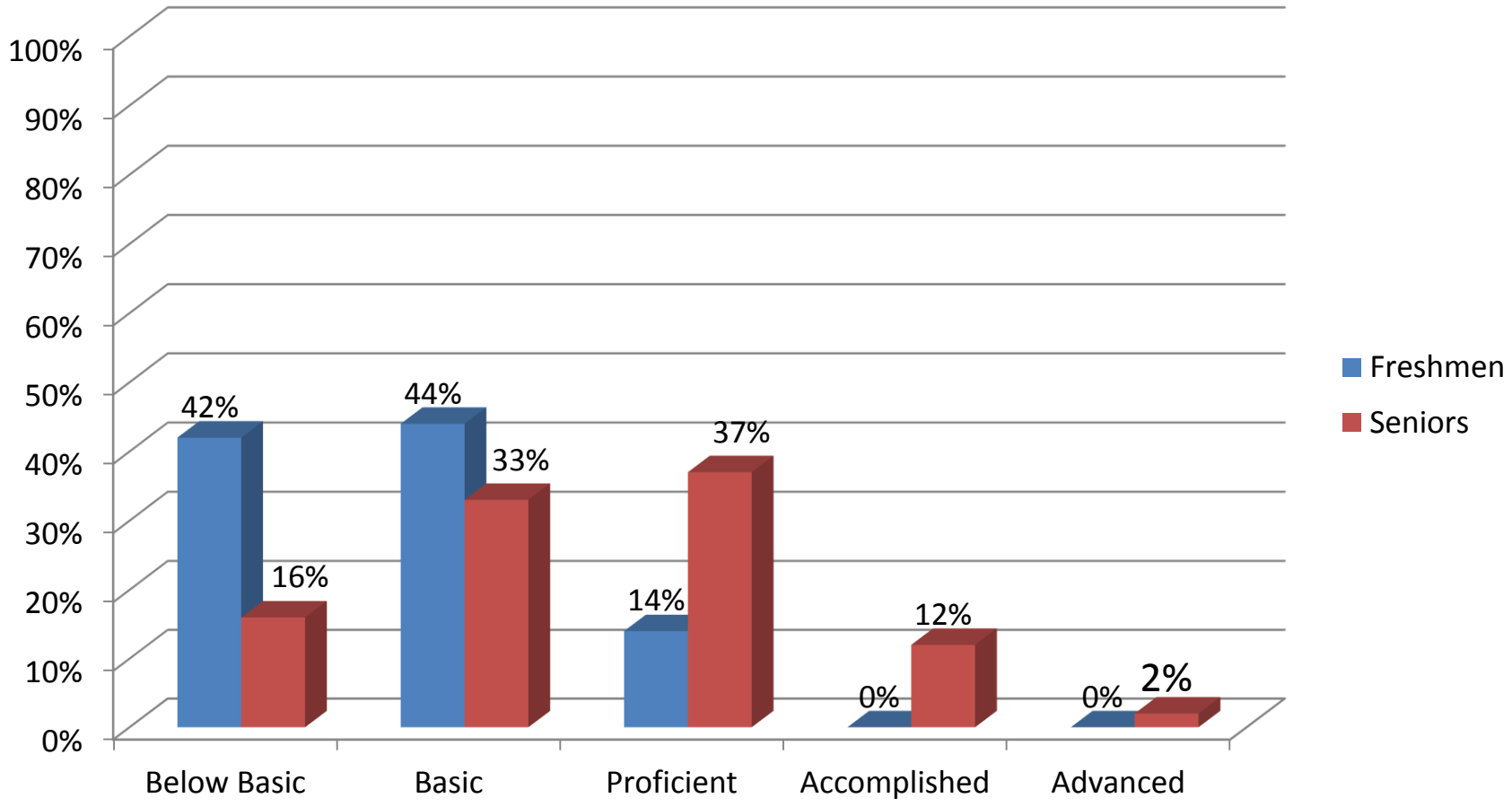
Seniors
(sample = 106; population = 1,502)

Significant	Not Significant
Gender	Race
College	Honors College Enrollment
College GPA – higher for sample	Entering Academic Ability

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

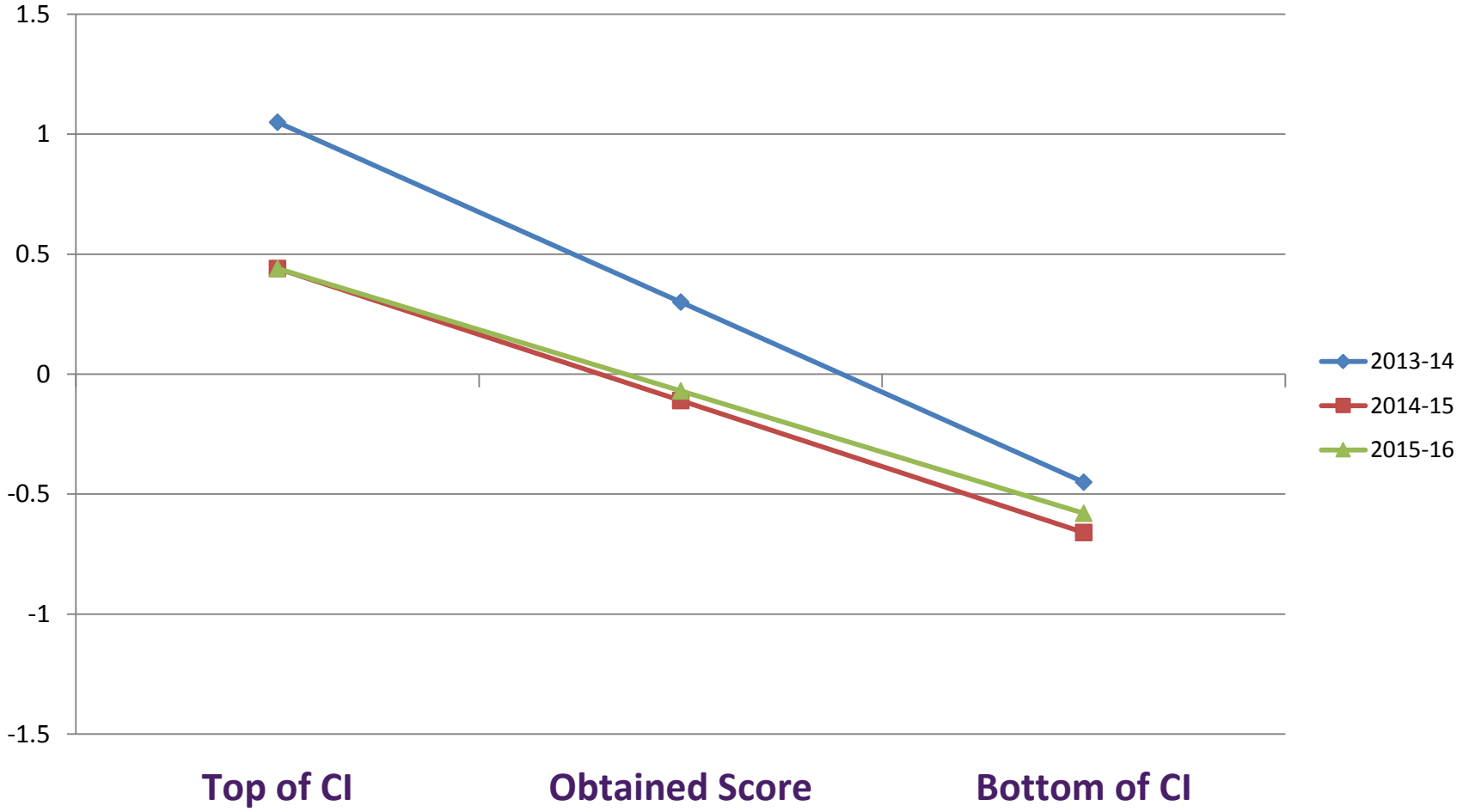
- Value-Added Figures are given as *Z* statistics
- *Z* statistics should be interpreted as follows:
  - + 2.0 or higher = Well above expected level
  - + 1.0 to + 1.99 = Above expected level
  - - 0.99 to + 0.99 = Near expected level
  - - 1.0 to -1.99 = Below expected level
  - - 2.0 or lower = Well 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, 2014-2015, and 2015-2016

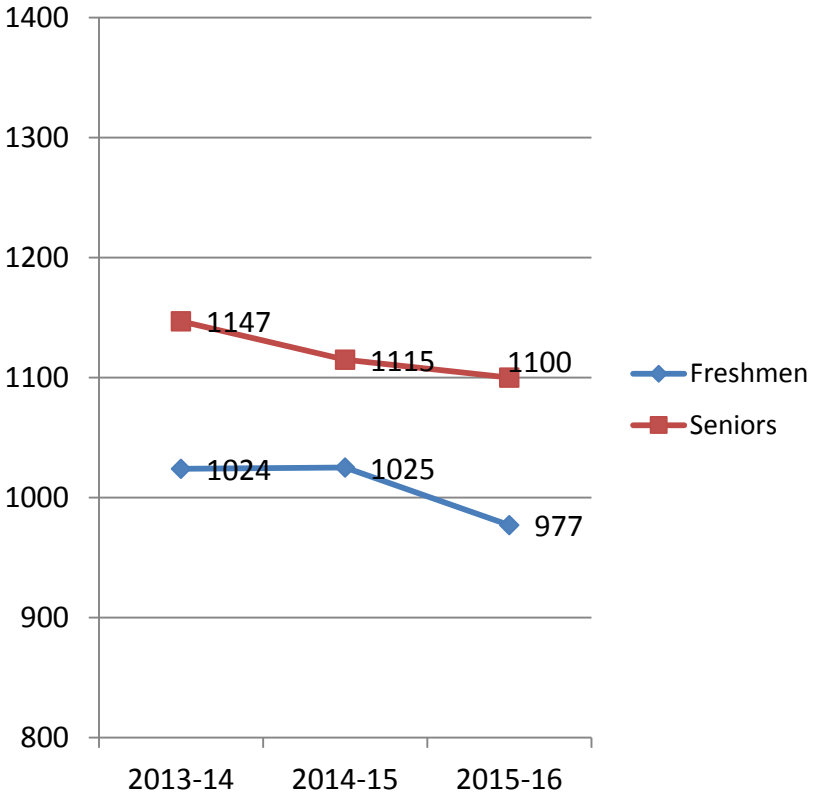
	2013-2014						2014-2015						2015-2016					
Class	Freshmen		Seniors		Value-Added		Freshmen		Seniors		Value-Added		Freshmen		Seniors		Value-Added	
Sample Size	116		47				133		97				59		106			
	OS	%ile	OS	%ile	*Z*	%ile	OS	%ile	OS	%ile	*Z*	%ile	OS	%ile	OS	%ile	*Z*	%ile
CLA+ Composite	1024	53	1147	59	0.30	67	1025	47	1115	41	-0.11	43	977	26	1100	31	-0.07	44
CLA Perform Task	1015	48	1127	57	0.17	58	1003	37	1081	30	-0.42	32	927	15	1101	37	+0.48	75
CLA Selected Response	1033	57	1166	65	0.55	71	1047	54	1149	52	0.48	67	1027	47	1098	25	-0.46	20
Entering Academic Ability (on SAT Scale)	1046	56	1087	61			1013	46	1055	48			1031	53	1040	40		

Marshall University's *CLA+* Value Added at 95% Confidence Interval (CI)
Academic Years 2013-14, 2014-15, and 2015-16
Obtained *Z* Statistics are at the "Near Expected Levels"

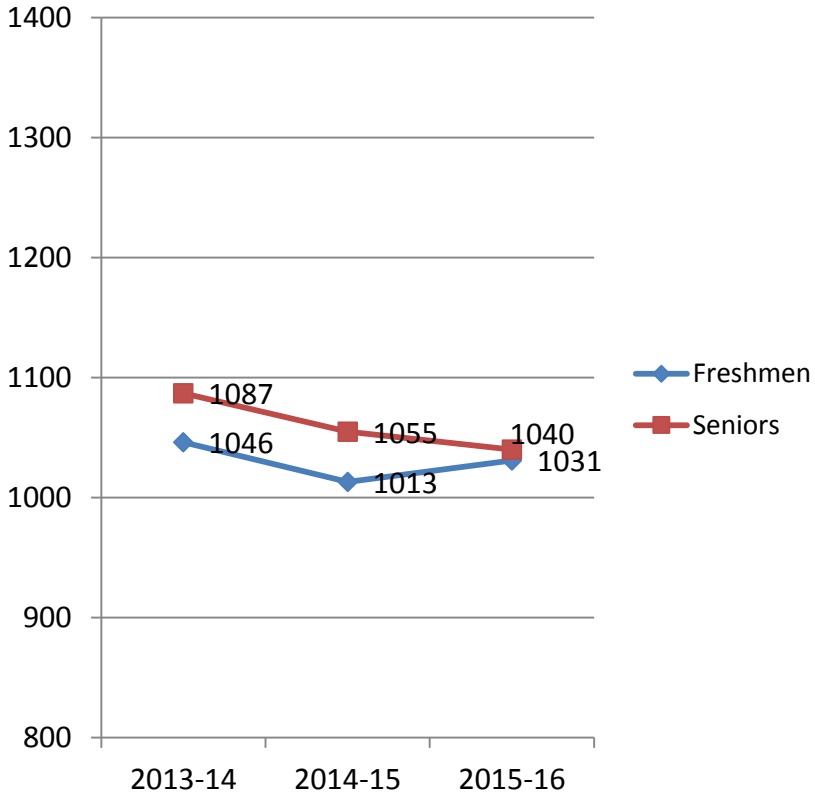


Marshall University's *CLA+* Performance among Freshmen and Seniors Academic Years 2013-14, 2014-15, and 2015-16

CLA Scores



Entering Academic Ability



CLA+ Rubric Score Analysis

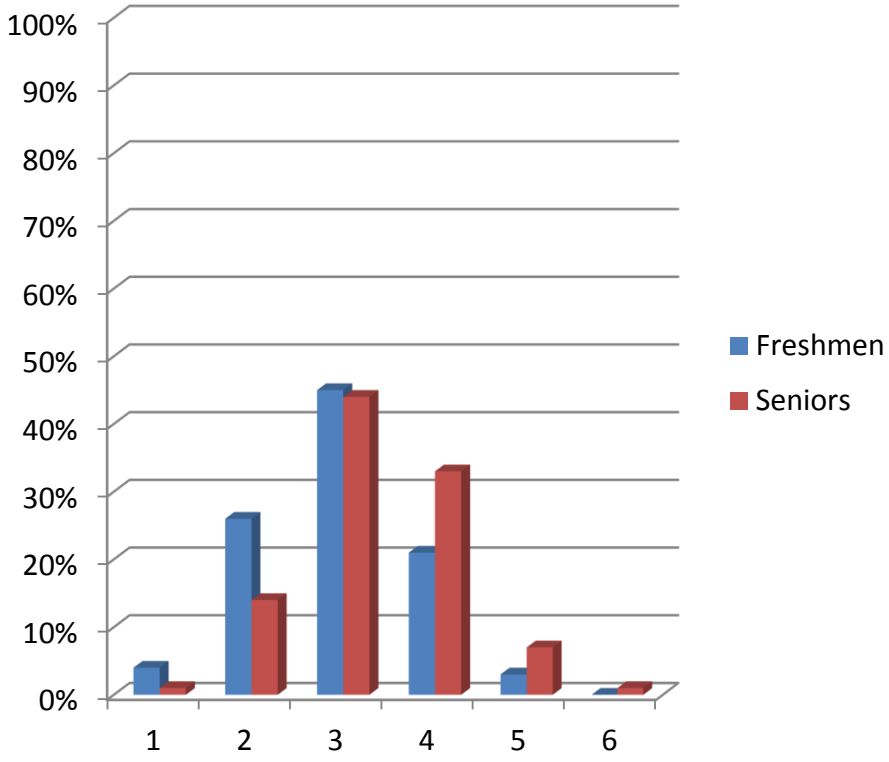
Six-Point Scale Used for Individual Score Analysis

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

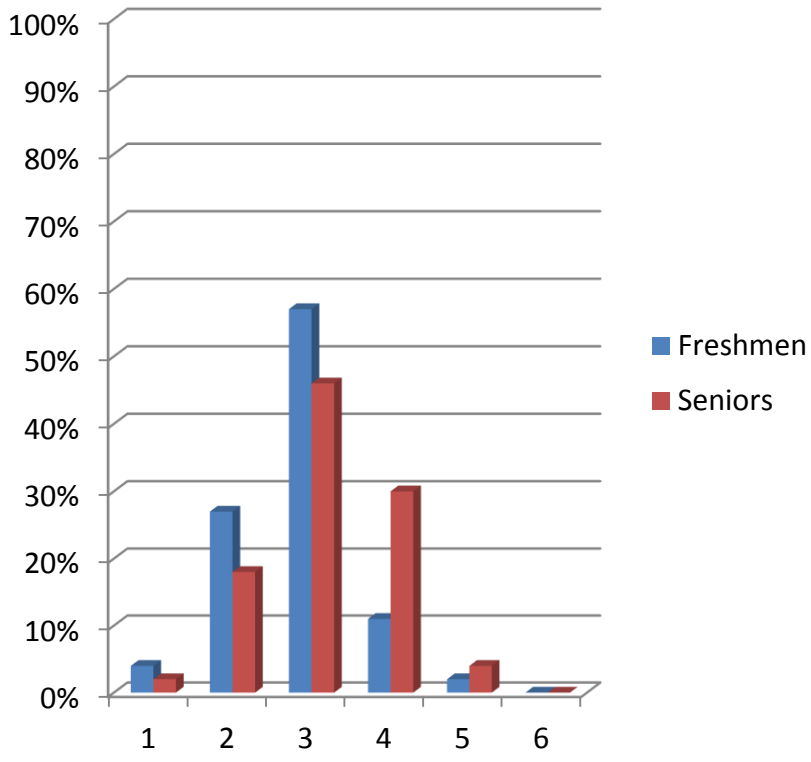
CAE | 215 Lexington Avenue, Floor 16, New York, NY 10016 | (212) 217-0700 | clateam@cae.org | cae.org

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

Analysis and Problem-Solving: 2013-2014

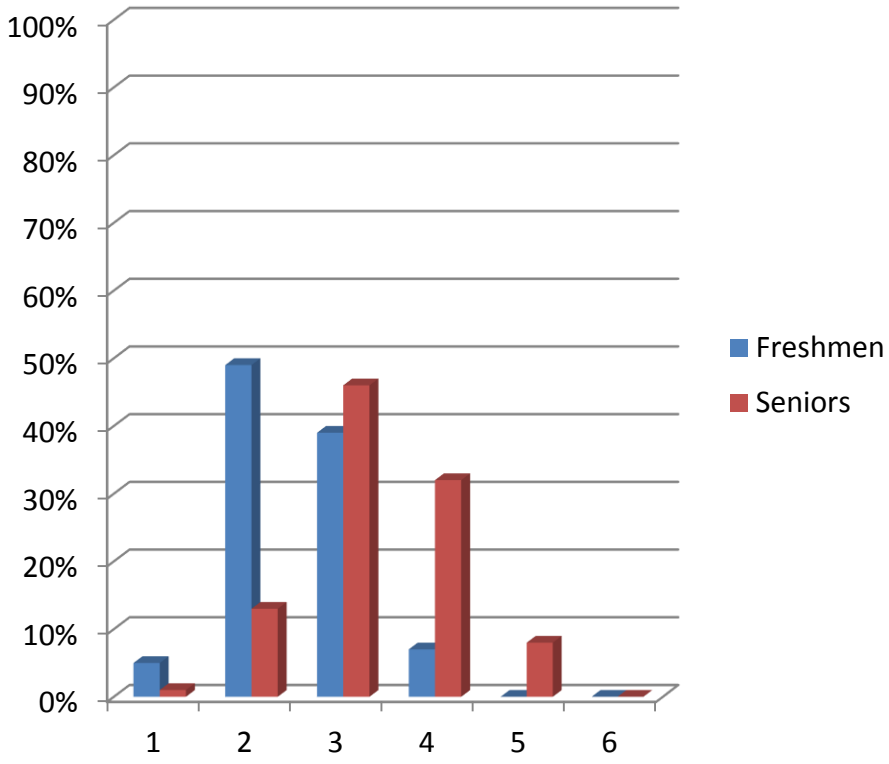


Analysis and Problem-Solving: 2014-2015



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

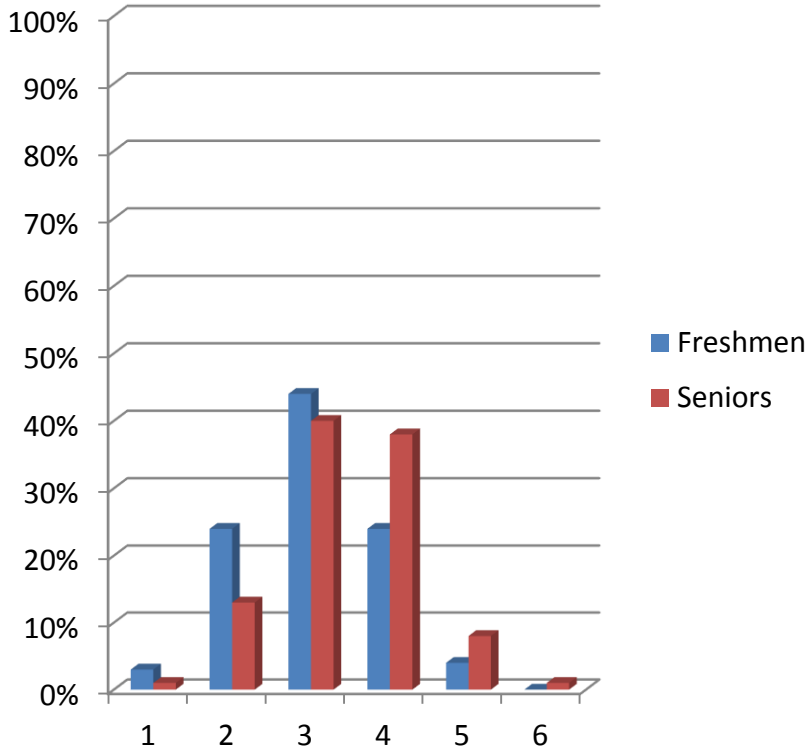
Analysis and Problem-Solving: 2015-2016



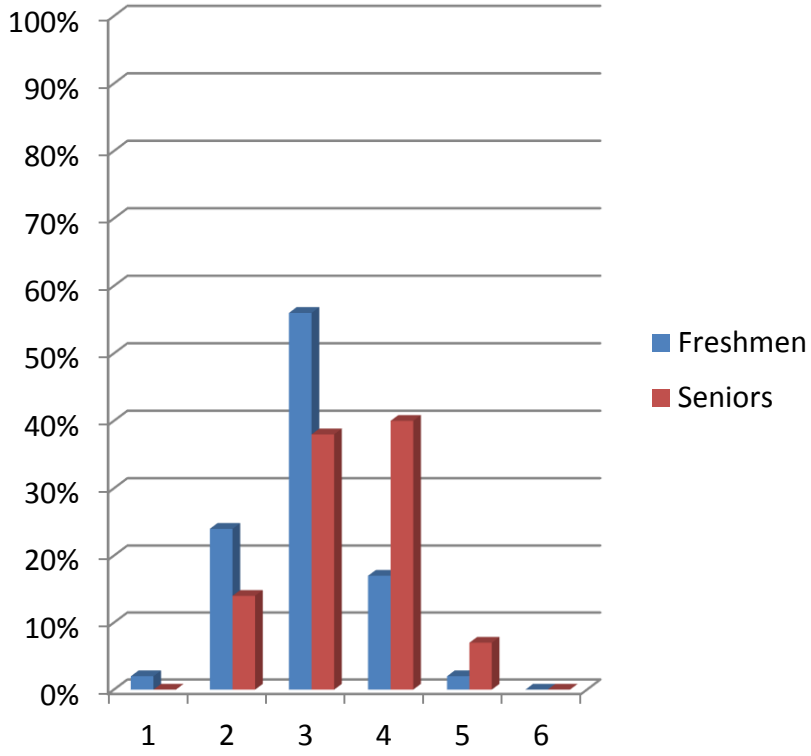
Analysis and Problem-Solving:

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

Writing Effectiveness: 2013-2014

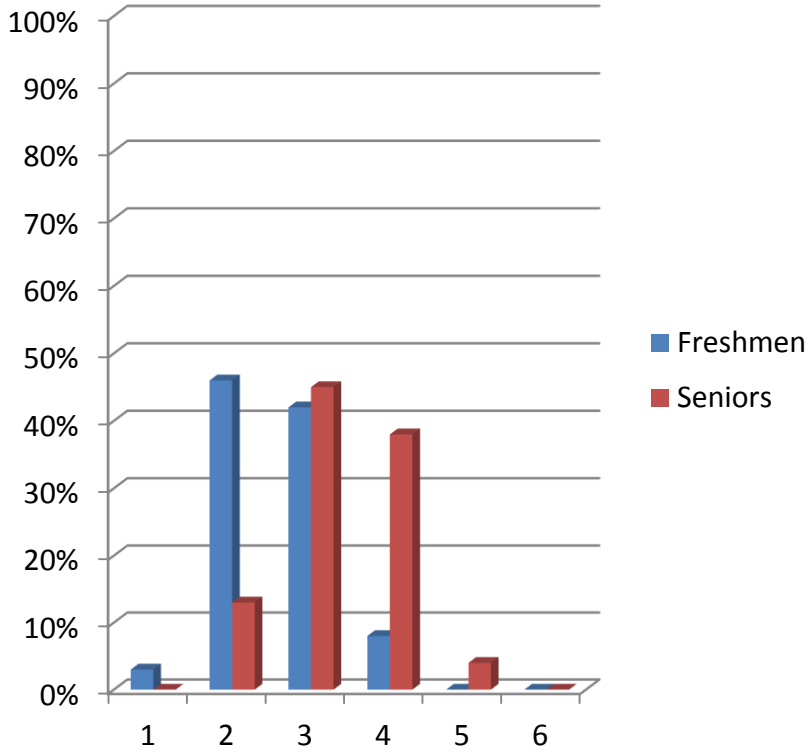


Writing Effectiveness: 2014-2015



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

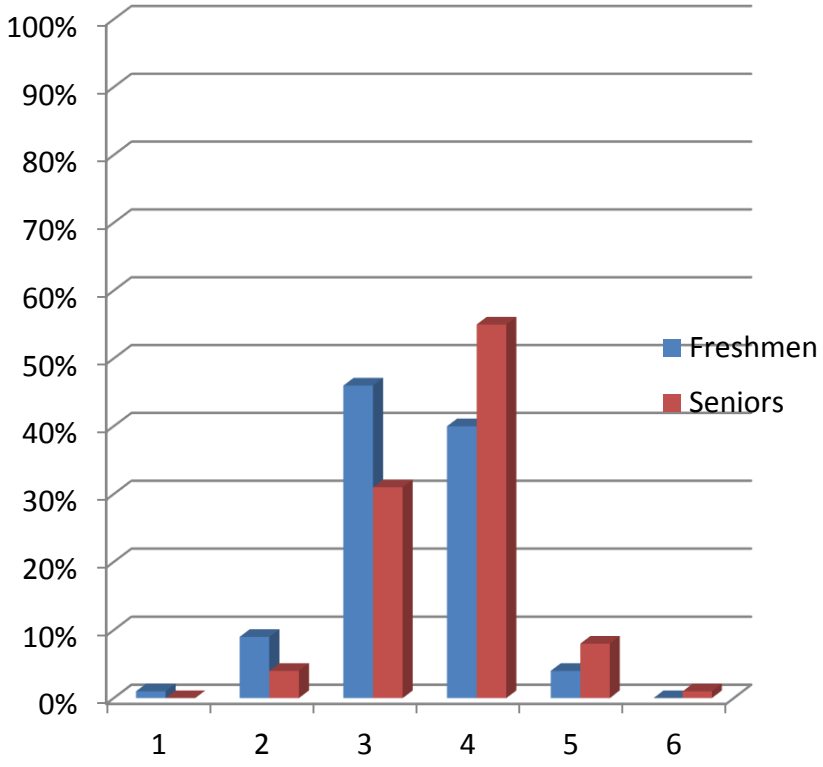
Writing Effectiveness: 2015-2016



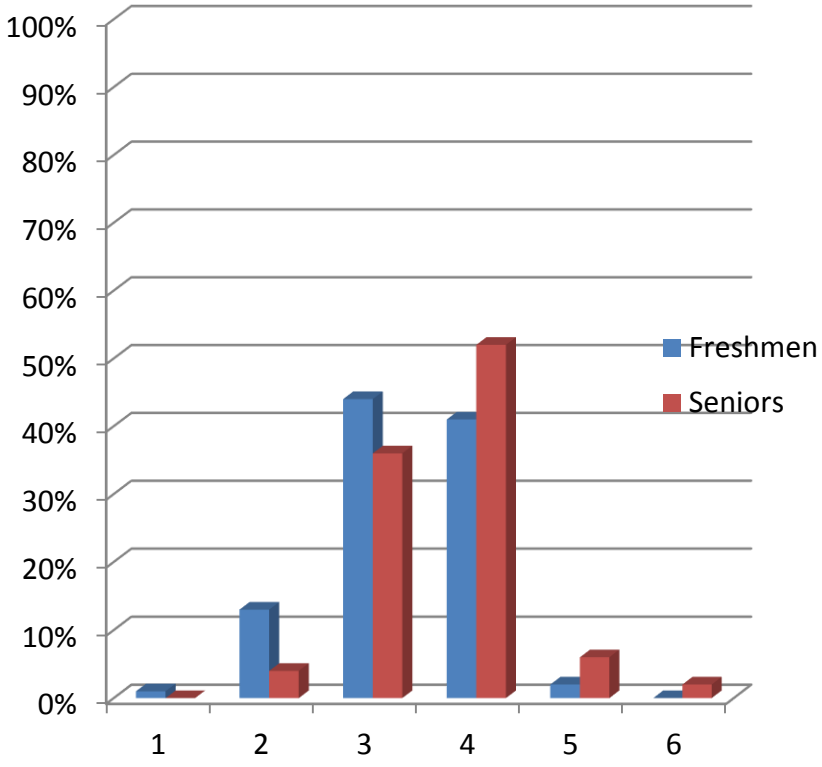
Writing Effectiveness:

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

Writing Mechanics: 2013-2014

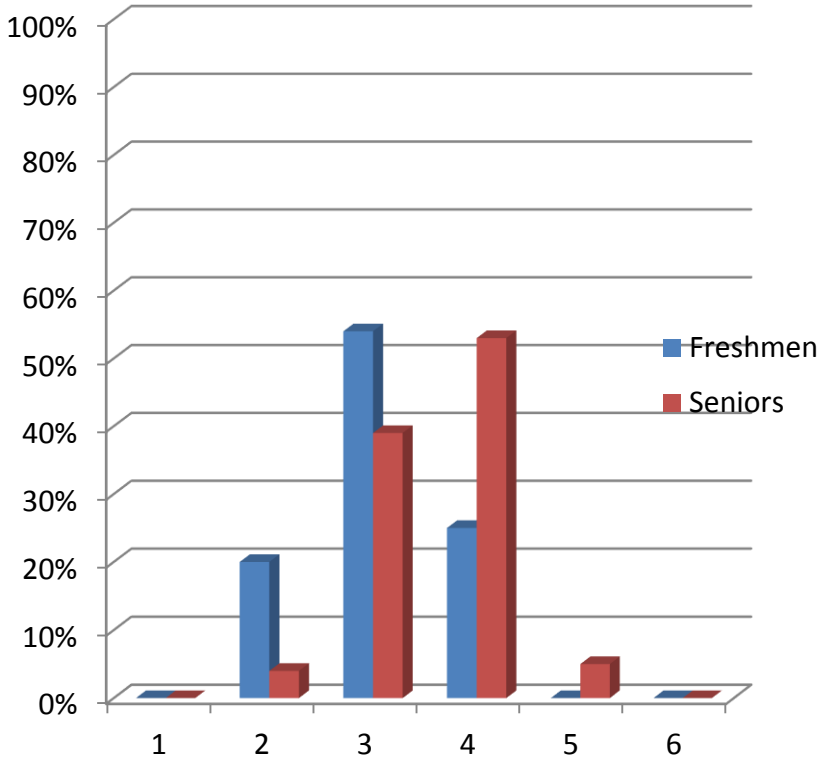


Writing Mechanics: 2014-2015



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

Writing Mechanics: 2015-2016



Writing Mechanics:

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. This finding remained consistent in academic year 2015-2016, with 49% of seniors testing at these 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+*. Current plans to are move to a biannual administration of the CLA+. It already is supplemented each year with Marshall's Senior Assessment, which will be given exclusively during years that the CLA+ is not administered. Use of AAC&U Rubrics to assess senior capstone project is still being considered as a supplement for senior assessment.

MARSHALL UNIVERSITY®

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 2015 – 2016

Summer Assessment Workgroup Members: Marie Archambault, Cam Brammer, Kim DeTardo-Bora, Robert Ellison, Victor Fet, Marty Laubach, Joan St. Germain, Anita Walz, Mary Welch, Mary Beth Reynolds (Office of Assessment), and Tim Melvin (Office of Assessment)

Executive Summary

Background

Recommendations from 2015 Assessment Workgroup (with current status in red)

The 2015 Summer 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. To our knowledge, no changes have been made in the administration of the FYS final exams.
- 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. To our knowledge, no changes have been made in the administration of the FYS final exams.

- 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). The scenario used for this year's baseline and senior assessments included a sample memorandum. The Assessment Workgroup noted that this was not consistently the case for the FYS exams.

Procedures for 2016 Assessment

General Procedures

In August 2015, 1,585 incoming freshmen at Marshall University completed baseline assessments (an additional 59 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 2016, 198 graduating seniors completed the same assessments (92 the Marshall assessment and 106 the *CLA+*). The 198 seniors who completed either the *CLA+* or Marshall's senior assessment did not differ significantly from the senior population in terms of entering academic ability based on ACT or SAT performance. However, the sample had a significantly higher mean college GPA (3.37) than the senior population (3.11) and the sample included a higher proportion of female students than did the population. 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 2016 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 eight 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 235 Marshall Freshman baseline assessments was drawn from the pool of 1,585 (15%) of the total number of assessments available. Since only 92 seniors completed the Marshall senior exiting assessment, we included all in our analysis, giving us a total of 327 assessments in our sample.

One hundred eighty-eight (188) of the 235 freshmen from our baseline sample (80%) completed FYS assessments. The reasons we had no FYS assessments from 47 of the students in the baseline sample were as follows: 12 were enrolled in, and received credit for FYS, but did not complete the final exam; 6 were enrolled in, but did not receive credit for FYS; 7 were not enrolled in FYS during academic year 2014-2015; 2 completed FYS during summer 2015, so their scores could not be used as a "post baseline" measure; and 20 students withdrew from Marshall 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 2.23 (*Inquiry-Based Thinking*: viewpoints) to a high of 2.77 (*Communication Fluency*: development), indicating, as has been the case for the past four years, 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 0.27 for *Inquiry-Based Thinking*: viewpoints to a high of 0.78 for *Communication Fluency*: convention/format. We note that, for the past four years, the difference between the mean scores of freshmen and seniors has averaged about one-half of a point (ranging from 0.27 to 0.96). Mean scores for seniors have never exceeded 3.04 (*Inquiry-Based Thinking*: recommendations) in 2013, with the average being about 2.6.

Last year's (2015) 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 and, although having representative senior samples that are large enough to draw meaningful conclusions remains problematic, the cooperation of Marshall's senior capstone instructors who ask their students to participate has helped in this regard. We also note that for the past several years the *CLA+* and Marshall Assessment results have mirrored each other. Results of the *CLA+* for the past three years (and of the *CLA* for several years prior to that) have shown Marshall University's value-added in student growth in these outcomes between freshman and senior year to be at the statistically calculated "expected level." For the past three 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 four 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 188 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 all outcomes/traits *except Communication Fluency*: communication style (which is not an outcome of FYS). We note that, in last year's report, we recommended that "the FYS Director and course instructors place additional

emphasis on helping students to determine information needed and to critically examine various viewpoints surrounding real-world problems." This year's results showed significant improvements over last year in FYS students' performance in these two areas (*Information Literacy*: information needed and *Inquiry-Based Thinking*: viewpoints).

Recommendations from the 2016 Assessment Workgroup

Recommendations regarding baseline and senior assessments

1. The Assessment Workgroup recommended that baseline and senior exams include a preliminary check sheet asking students to rate each document for *accuracy*, *bias*, and *relevance*. We felt that this task, although not identical to the one asked of students during the FYS final exam due to the differing lengths of time allotted to the two assessments (90 minutes for baseline and senior assessments as compared to 120 minutes for FYS final exams) would provide greater equivalence between these baseline/senior assessments and FYS final exams.

Recommendations regarding FYS Exams

1. The Assessment Workgroup continues to be concerned about the length of some of the documents accompanying the FYS final exams and, perhaps more pointedly, the variation in the length of these documents among the exams given. These documents range in length from 75 pages for the *Concealed Weapons Scenario* to 16 for the *Influenza Scenario*. That said, the page count is not a perfect predictor of difficulty because the density of print per page varies from document to document. Further, statistical analysis of the mean differences in student performance among the eight scenarios used during 2015-2016 on the eight traits of the rubric revealed only one scenario on which students scored significantly lower than on the others; that was the *Social Media Scenario*, which had a moderate number of document pages (20) for students to read. The Assessment Workgroup recommends that the FYS Director and faculty review 2015 recommendations regarding the issue of page length and take the scenario comparison results from the Assessment Workgroup into consideration when deploying final exams.
2. The Assessment Workgroup recommended that FYS exams be reconfigured to ask students to discuss additional information they might need to make a final recommendation before they make the recommendation. This would bring the exam format more into line with what students are asked to do at baseline.
3. The Assessment Workgroup recommended that students in FYS be explicitly asked to use information they provided regarding *bias*, *relevance*, and *accuracy* in items 1 – 7 of the final exam when composing their final recommendation. The Workgroup further noted that students should be told that the main part of the exam is the final recommendation and that this should be carefully considered and composed.
4. Workgroup members reiterated that all scenarios should include a sample of the format in which the final recommendation should be written.

Recommendations regarding Baseline/FYS/Senior Rubric

1. The Assessment Workgroup recommended re-examining *Communication Style* trait of the rubric again next year before beginning assessments.

Analysis of Artifacts from Marshall's General Education Assessment Repository

Academic Year 2015 – 2016

Summer Assessment Workgroup Members: Marie Archambault, Cam Brammer, Kim DeTardo-Bora, Robert Ellison, Victor Fet, Marty Laubach, Joan St. Germain, Anita Walz, Mary Welch, Mary Beth Reynolds (Office of Assessment), and Tim Melvin (Office of Assessment)

Executive Summary

Background

Recommendations from the 2015 Assessment Workgroup (with current status in red)

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 performance. 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 traits of the *Intercultural Thinking* rubric.

   (The Summer Assessment Workgroup revised the three rubrics (as drafts) used to assess this year's outcomes, *Information Literacy*, *Integrative Thinking,* and *Metacognitive Thinking,* using the format described above. Additionally, the Summer Workgroup suggested changing the *Information Literacy* outcome from "Students will revise their search strategies to find appropriate research tools, integrate relevant information from reliable sources, question and evaluate the complexity of the information environment, and use information in an ethical manner" to "Students will employ appropriate research tools, integrate relevant information from reliable sources, question and

evaluate information and its sources, and use information in an ethical manner." During academic year 2015-2016, we recommend soliciting feedback from the University Assessment Committee, the General Education Council and, through them, from Marshall University's faculty. Our goal is to shepherd these changes to the Information Literacy outcome through the appropriate committee structure at Marshall. Work will continue on revisions of rubrics for the other six outcomes.

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. (A committee has been formed to work on the *Intercultural Thinking rubric,* but the revisions are not complete).
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. (This recommendation has not been implemented).

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. (This has not been done).
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. (This recommendation was implemented at the beginning of fall 2015).
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. (This has not been done).
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. an entire course syllabus, GEAR upload instructions, etc. (This continues to be a part of GEAR training and it is not possible to create an assignment without uploading something in the assignment instruction section).

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 from summer 2015 suggested a need to redesign rubrics to be continuous, rather than categorical, in nature.

Finally, assessment data from 2013-2014 and 2014-2015 showed that Marshall's students improved their writing skills as they moved through the curriculum and, specifically, as they passed from 100/200 level writing intensive courses to 300/400 level writing intensive courses.

Procedures for 2016 Assessment

General Procedures

In summer 2016 we evaluated student artifacts produced in response to course assignments aligned to *Information Literacy*, *Integrative Thinking*, and *Metacognitive Thinking* that were uploaded to GEAR during academic year 2015-2016. Students enrolled in First Year Seminar (FYS), and courses with Critical Thinking (CT) and Writing Intensive (WI) designations uploaded artifacts aligned to these outcomes. It was possible for a single assignment to align to any number of outcomes and traits. However, we asked instructors to specify the primary outcome

to which the assignment aligned and all artifacts chosen randomly for assessment had indicated that the outcome in question was the primary outcome for the assignment/artifact. Although we have asked instructors teaching courses that have only multicultural (MC) or international (INT) designations to upload artifacts whose primary learning outcome is *Intercultural Thinking*, a small number of MC courses specified one of this cycle's outcomes as primary and were drawn for this sample.

In May 2016 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, as noted above, were revised prior to scoring, are included in the supporting documentation. Our sample initially consisted of 324 artifacts, 108 per outcome. However, during scoring we discovered that one artifact, *aligned* to *Integrative Thinking,* had been uploaded twice (once in PDF and once in Word format). The second was eliminated, leaving 107 artifacts aligned to *Integrative Thinking*. This resulted in a total of 323 unique artifacts in this sample. Each artifact was read by two independent reviewers. This project was coordinated by the Office of Assessment.

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.

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

General Information about the Sample

One hundred seventy-one (171; 53%) of the artifacts in our sample were drawn from courses at the 100/200 level, with the remaining 152 (47%) drawn from courses at the 300/400 level. Thirty-seven (37%) percent of the students in the sample were freshmen, 15% were sophomores, 14% were juniors, and 33% were seniors.

Results and Analysis

One challenge in reporting results of GEAR assessment is that, although we assessed 323 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 (which the instructor or student had designated as its *primary* outcome), most of these artifacts aligned to more than one of the outcome's traits. The total number of traits across the three outcomes was 10 (4 each for *Information Literacy* and *Integrative Thinking*, and 2 for *Metacognitive Thinking*). A perusal of our supporting documentation shows that the artifacts evaluated by the Assessment Workgroup tagged to a total of 606 traits. However, scores for only 442 (73%) of those traits were usable for calculating means. One hundred sixty-four (164) were discarded either because they were judged not to align with the traits (128; 21%) or were not able to be assessed because of student upload or other type of error (36; 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 or other error), and the resulting number of scores able to be used for the analysis of means.

Outcome	Trait	Total Traits Aligned	# Misaligned (Scores of 100)	# Not Able to be Assessed (Score of 99)	Total # Excluded from Analysis of Means	Total Usable Traits
Information Literacy	Sources	59	11	9	**20**	39
	Relevance of Information	97	19	8	**27**	**70**
	Assumptions and Biases	33	12	2	**14**	**19**
	Citation	40	4	5	**9**	**31**
Integrative Thinking	Connections among Disciplines	91	24	2	**26**	**65**
	Relations among Domains of Thinking	32	8	2	**10**	**22**
	Transfer	32	7	0	**7**	**25**

	Connections to Experience	82	16	3	**19**	**63**
Metacognitive Thinking	Project Management	40	13	2	**15**	**25**
	Self-Evaluation	100	14	3	**17**	**83**
Totals		**606**	**125**	**36**	**164**	**442**

Results for *Information Literacy* showed that the mean score for the trait *citation* was significantly higher for students in 100/200 level courses than for those in 300/400 level courses. However, we had usable scores for only 9 students from 300/400 level courses as compared to usable scores for 22 students in 100/200 level courses. *Information Literacy* means did not differ significantly based on course level for any other trait; trait means also did not differ significantly based on class rank (freshman/sophomore compared to junior/senior). Students enrolled in courses at the 300/400 levels had significantly higher means for *Integrative Thinking*: connections among disciplines than did students enrolled in 100/200 level courses. Course level mean differences were not significant for any other trait of *Integrative Thinking* (note: there were no 300/400 level artifacts tagged to *domains* and only one tagged to *transfer*). Juniors and seniors also scored significantly higher than freshmen and sophomores in *Integrative Thinking*: connections among disciplines. For *Metacognitive* Thinking, mean differences did not differ based on course level, but freshmen and sophomores outperformed juniors and seniors on *Metacognitive Thinking*: self-evaluation.

Overall results showed mean performance for traits to range from 1.44 (*Integrative Thinking*: relations among domains of thinking) to 2.45 (*Information Literacy:* relevance of information). Mean performance for artifacts uploaded from freshmen and sophomores ranged from 1.32 (*Integrative Thinking*: connections among disciplines) to 2.4 (*Information Literacy:* relevance of information) and for juniors and seniors from 1.58 (*Integrative Thinking:* transfer) to 2.52 (*Information Literacy:* relevance of information). The overall strength for students in this sample was *Information Literacy*: relevance of information, while the overall weakness was *Integrative Thinking*.

Results for Course Type

Analyzing results by course type posed several challenges. First, the only course type that is unique, i.e. can have only one course type attribute, is First Year Seminar (FYS). Courses can have the other attributes (Critical Thinking [CT], Multicultural [MC], International [INT], Writing Intensive [WI], and Service Learning [SL]) in combination (and many do). So, when analyzing results by course type, we included all courses with the attribute we wanted to assess; this resulted in some courses being included in the analysis for more than one course type. Because the number of courses with MC and INT attributes in our sample was small, we did not conduct analyses of these course types. We also note that MC and INT courses have been asked to create assignments and ask students to upload artifacts whose primary alignment is to *Intercultural Thinking*, an outcome we did not assess this cycle. SL courses (which align to *Ethical and Civic Thinking*) were not included in our sample this year.

Critical Thinking (CT) Courses

CT courses in the assessment sample included those that aligned to each of the outcomes assessed: *Information Literacy, Intercultural Thinking,* and *Metacognitive Thinking.* All CT courses are at the 100/200 level. Results are below:

Information Literacy			**Integrative Thinking**			**Metacognitive Thinking**		
Trait	Number	Mean Score	**Trait**	Number	Mean Score	**Trait**	Number	Mean Score
Sources	6	2.67	**Connections among Disciplines**	16	1.36	**Project Management**	7	1.79
Relevance of Information	6	2.71	**Relations among Domains of Thinking**	14	1.55	**Self-Evaluation**	6	1.42
Assumptions and Biases	4	2.63	**Transfer**	15	1.83			
Citation	4	3.50	**Connections to Experience**	27	1.72			

These results must be interpreted with caution, as */n/*s are small. However, it appears that students in CT courses performed better on *Information Literacy* than on *Integrative and Metacognitive Thinking*. We note that all CT courses are at the 100 and 200 levels.

First Year Seminar (FYS) Courses

FYS courses in the assessment sample included those that aligned to each of the outcomes assessed: *Information Literacy, Intercultural Thinking,* and *Metacognitive Thinking.* FYS is, by definition, at the 100 level. Results are below:

Information Literacy			**Integrative Thinking**			**Metacognitive Thinking**		
Trait	Number	Mean Score	**Trait**	Number	Mean Score	**Trait**	Number	Mean Score
Sources	22	2.16	**Connections among Disciplines**	8	1.31	**Project Management**	7	2.36
Relevance of Information	20	2.35	**Relations among Domains of Thinking**	8	1.25	**Self-Evaluation**	36	2.29
Assumptions and Biases	4	2.25	**Transfer**	9	1.44			
Citation	18	2.03	**Connections to Experience**	12	1.33			

Most artifacts from FYS courses included in our sample aligned to *Metacognitive Thinking*: self-evaluation and to three of the four traits of *Information Literacy*. Strongest performance was in *Metacognitive Thinking* and *Information Literacy*.

Writing Intensive (WI) Courses

WI courses in the assessment sample aligned to all outcomes assessed: *Information Literacy, Intercultural Thinking,* and *Metacognitive Thinking.* Results are given below by course level for *Information Literacy*:

Trait	Course Level	Number	Mean Score
Sources	100/200	0	-----
	300/400	11	2.45
Relevance of Information	100/200	2	2.50
	300/400	44	2.46
Assumptions and Biases	100/200	0	-----
	300/400	11	1.86
Citation	100/200	0	-----
	300/400	9	1.22

All but two artifacts from WI courses aligned to *Information Literacy* in our sample came from courses at the 300/400 levels. With the exception of *Information Literacy*: relevance of information, */n/*s were low. Performance was stronger for "sources" and "relevance of information" than for the other two traits. However, performance in these 300/400 level courses does not appear to be significantly better than performance of students from 100/200 level FYS and CT courses.

WI results are given below by course level for *Integrative Thinking*:

Trait	Course Level	Number	Mean Score
Connections among Disciplines	100/200	6	1.79
	300/400	39	2.35
Relation among Domains of Thinking	100/200	8	1.59
	300/400	0	-----
Transfer	100/200	10	1.70
	300/400	0	-----
Connections to Experience	100/200	18	2.03
	300/400	19	2.00

Our sample did not contain any artifacts from WI courses that aligned to "relation among domains of thinking" or "transfer" at the 300/400 levels. On the other hand, a relatively large number (39) artifacts from 300/400 level WI courses aligned to "connections among disciplines" and 19 aligned to "connections to experience." The number of artifacts from WI courses at the 100/200 level was relatively small for each trait, with the largest being 18 that aligned to "connections to experience." There was essentially no difference in the mean scores for "connections to experience" based on course level. Students in 300/400 level courses did perform better than those in 100/200 level courses in "connections among disciplines," but the latter had a relatively small */n/* (6).

WI results are given below by course level for *Metacognitive Thinking*:

Trait	Course Level	Number	Mean Score
Project Management	100/200	5	1.90
	300/400	7	1.96
Self-Evaluation	100/200	5	2.20
	300/400	37	1.77

Although it appears that the mean score for WI courses from 100/200 level courses for "self-evaluation" was higher than that for courses from 300/400 level courses, only five artifacts from the former aligned, while there were 37 from the latter.

Misalignments

It is difficult to discern if misalignments occurred more often based on course type due to the differing */n/*s in each case. We refer the reader to the supporting documentation for additional detail.

Conclusion

Strongest performance among this group of students was for *Information Literacy*: relevance of information, while the weakest performances were scattered among the traits of *Integrative Thinking*. Of concern remains the number of assignments (and hence, student artifacts) that the Assessment Workgroup judged to not align to the *Outcomes*: traits to which they were tagged. Results for course type mirrored those of the overall analysis.

Recommendations from the 2016 Assessment Workgroup

Recommendations Concerning the General Process of Assignment Creation and Accurate Alignment to University Outcomes

We first note that, beginning with academic year 2016-2017, faculty will be asked to develop assignments that align to the outcomes as stated in Marshall University's Baccalaureate Degree Profile. In other words, we will abandon the former practice of asking instructors to indicate which performance level on the rubric they used when creating assignments. The reason for this decision is that the former rubric level descriptions were essentially different outcome statements. The Assessment Workgroup began the process of redeveloping the rubrics so that performance levels now specify *how well* each student demonstrates mastery of the university's *outcomes*, not whether or not the student achieves progressively more complex outcomes. Outlined below are concerns and recommendations from the Assessment Workgroup.

1. A major concern among the members of the Assessment Workgroup was the large number of assignments/artifacts that the Workgroup judged to be misaligned to the outcomes/traits to which they were tagged. Several recommendations were made to improve this situation. These included:
   - Work with faculty to create assignments that align with the university outcomes addressed in Critical Thinking (CT), First Year Seminar (FYS) and Writing Intensive (WI) courses during the faculty development sessions that prepare instructors to teach these courses, as follows:
     - Center for Teaching and Learning for CT courses
     - Center for Teaching and Learning in conjunction with the Director of FYS for FYS courses
     - Center for Teaching and Learning in conjunction with the Director of Writing across the Curriculum for WI courses
   - Identify model assignments from those already uploaded to GEAR and create a repository of these assignments. This repository can function as both a resource for faculty developing new assignments and a teaching tool during faculty preparation to teach the aforementioned course types.
   - Ask the Center for Teaching and Learning to consider offering faculty development sessions focusing on alignment of assignments to Marshall University's outcomes.
   - Ask the General Education Council to require that all CT, INT, and MC courses include the assignment that will be used for general education assessment (i.e. GEAR upload) in course application and renewal materials and to explain explicitly how this assignment addresses the university outcome/trait to which it is aligned.
   - Ask that each assignment created with student artifacts uploaded into GEAR include an explicit explanation from the instructor as to how the assignment addresses the university outcome/trait(s) to which it is aligned.
   - Members of the Assessment Workgroup will submit a proposal for a session to be presented at the August 2016 iPED: Inquiring Pedagogies Conference. The purpose of this session will be to overview the general education assessment process and findings, and to discuss with faculty the importance of careful assignment alignment to university outcomes.

2. To reduce the number of artifacts from the assessment pool that must be discarded due to the Assessment Workgroup's judgment that the assignment itself does not align to the university outcome to which it was tagged, the Assessment Workgroup recommended that, in future, it evaluate each assignment for accuracy of alignment before the sample of artifacts is selected.

Recommendations regarding Marshall's Transition from GEAR to Blackboard Outcomes for Assessing Student Work

Marshall will begin to use Blackboard Outcomes for general education assessment during academic year 2016-2017. This will have some advantages over GEAR, but will pose some challenges as well. Advantages will include:

1. Faculty will have to create an assignment and align it to university outcomes only once if the assignment and alignment is completed in their master course shell. Unless something changes, i.e. assignments are changed or updated, once alignments are made in Blackboard, they will simply be copied the next time the course is offered.

MARSHALL UNIVERSITY®

Core II Assessment: Oral Communication

2015-2016

Discussion and Action Plan

Please see

www.marshall.edu/assessment/GenEdReports/2016OralCommunication.pdf

for full report.

Discussion

Last year's assessment demonstrated a variety of areas that needed attention and improvement in the course. In anticipation of these needs, the new basic course director revised all assignment guidelines and rubrics. Training and instruction for instructors was significantly increased during the past year. The new basic course director also provided additional resources and lesson plans for instructors. Teaching observations were conducted for new instructors and offered to all instructors. Feedback on teaching and guidance were increased. Finally, in-class examinations were eliminated and transitioned into online quizzes so that more instruction time could be dedicated to improving critical thinking and delivery skills.

The speeches sampled this year are a product of this new paradigm, especially new assignment guidelines and rubrics. The same standards for assessment established last year were continued in this term. The assessment team was rigorous in assessment of the persuasive speeches. Conservative estimations for hitting the desired benchmarks and identifying areas of needed improvement were preferred.

Results demonstrate that all criteria for assessing the speeches were satisfactory. Students were, on average, able to: choose and narrow topic appropriately for the audience & occasion; communicate the thesis/specific purpose in a manner appropriate for the audience and occasion; provide appropriate supporting material based on the audience and occasion; use an organizational pattern appropriate to the audience and occasion; use language that is appropriate to the audience and occasion; use vocal variety in rate, pitch, and intensity, to heighten and maintain interest; use pronunciation, grammar, and articulation appropriate to the audience, and use physical behaviors that support the verbal message. Below, each dimension is discussed in the order it scored in the assessment.

Topic selection, a major issue in previous years, was the highest scoring dimension this year. A change was made in the course this past year that required student to select civic persuasive speech topics. Choosing topics of social importance helped make the topics appropriate for the audience and promote civic thinking in the course. Instructors were also asked to help students narrow topics appropriately and this work was evident in the speeches given by students in this sample.

Verbal dimensions associated with delivery were all satisfactory. Topic selection likely influenced the formality of language used in positive ways. A new dimension to verbal delivery, argumentative tone, was added to the rubric and stressed in class sessions. This inclusion arguably increased vocal variety, pitch, and intensity ratings from previous assessments. That said, the incorporation of oral citations seemed to decrease pronunciation ability as some students had not practiced enough to fluently communicate about specific authors (last names proved problematic at times).

Physical behaviors that support the verbal message were also satisfactory in the aggregate; there is, however, plenty of room for improvement. A major difference was noted between students using notecards and paper outlines. Instructors were asked to limit the number of notecards students could prepare or limit the paper outline to one page. When the notecards were limited

students had the best physical behaviors. When students were limited to one-page outlines, some did very well. Having too many notes for the presentation was associated with unsatisfactory physical behaviors. Podium use helped contribute to satisfactory delivery in students with paper outlines. Use of clickers to advance PowerPoint slides was also overall beneficial.

The appropriateness of information is often influenced by topic selection. Therefore, guiding topic selection helped improve the appropriateness of information. Additionally, a new requirement of 5 oral citations in the persuasive speech helped increase the quality of the information provided. Although it was one of the most difficult concepts for students to grasp in the course and required a significant amount of course instruction time, the inclusion of oral citations from high-credibility sources significantly improved the quality of the speeches. That said, there is still needed improvement on this dimension that will be discussed below.

Organizational pattern options for students were also narrowed, which likely helped to improve scores on this dimension. Students were advised to use a problem-solution format for these persuasive speeches. While it helped structure the speeches in terms of organizational pattern, it may have negatively influenced the generation of thesis statements (further discussed below).

Finally, communicating a thesis/specific purpose was the lowest rated criteria. Although technically satisfactory, the assessment team was not pleased with the majority of the thesis statements presented in the persuasive speeches. We believe the problem with this sample's thesis statements may have come from using the problem-solution organizational pattern. Whereas an appropriate thesis statement for a persuasive speech is an argument that tells the audience who should do what to solve a problem, too many of the sampled thesis statements were "X issue is a serious problem." While appropriate for an informative speech seeking to raise awareness, this format is not an appropriate thesis for a persuasive speech. Below means for remedying this issue are discussed.

Overall, the majority of the speeches (92%) met the minimum benchmark score. This represents a 53% increase in speeches meeting the benchmark from the previous year.

These criteria were used to assess successful completion of the learning outcomes. In this sample, approximately 88% of the students met the first learning objective of recognizing public speaking as a transactional process. Overall, 88% percent demonstrated critical thinking in both the production and evaluation of spoken messages. About 72% of students were able to meet learning objective three by producing organized persuasive messages. Finally, 82% percent of students met the minimum benchmark for demonstrating extemporaneous speaking skills.

Action Plan

The assessment results show significant improvements in a variety of areas. These results also identify areas of needed improvement. Planned steps to improve our ability to exceed assessment criteria and accomplish learning outcomes are detailed below.

First, the course will adopt a new textbook and online platform. Starting this fall, all sections will use "Public Speaking: The Evolving Art" (3rd Ed.) by Stephanie Coopman and James Lull. This

textbook is accompanied by Cengage's Mindtap online platform. This textbook was chosen after an extensive review of public speaking textbooks for its balance of traditional public speaking instruction and innovative variations on core themes of oral communication. The textbook is arguably more accessible and appropriate for our student body, as many of our students did not have public speaking instruction as part of their secondary education. It also costs significantly less than our previous textbook, even with the addition of the online platform.

Cengage's Mindtap seamlessly integrates into Blackboard for easy use by instructors and students. It provides a more personalized learning experience to students and we hope it will better prepare them for class sessions and major assignments. Mindtap also has a variety of features that increase accessibility for students with disabilities. Students will be asked to complete the reading and a quiz or short activity before coming to class. It is hoped that by allocating points to the reading quizzes and activities, students will be better prepared for an activities-based classroom. These activities should increase delivery skills and critical thinking outcomes.

After being totally redesigned last year, all assignments are being significantly revised this summer. Guidelines and specific rubrics will still be included for each speech. Instructors are asked to spend instructional time reviewing the guidelines and rubrics at length. We will continue our new practice of not including in-class examinations after seeing significantly better results in our assessment data. Finally, a new major assignment, an invitational dialogue, is being added to increase critical thinking skills and delivery fluency.

To help students determine more appropriate and narrow topics for speeches (Criterion 1), the course now features a civic thinking component. Students are asked to find civic problems of interest as a dialogue and persuasive speech topic. This was piloted in the last year and worked extremely well. We will continue this practice in the coming year.

To improve the quality of thesis statements (Criterion 2), a variety of approaches will be taken. New supplementary materials on crafting thesis statements will now be included. Specifically, we will be incredibly explicit about the use of the "Who should do what" argumentative format of a persuasive thesis. Perhaps some instructors were confused last year, so time in training and a new module on our organizational course site will be added on persuasive arguments and thesis statements. Instructors will be instructed to dedicate one class period to discussing each student's thesis statement in class.

To improve the quality of the supporting material (Criterion 3), we will make some additions to last year's curriculum. We will continue to require five oral citations from high quality sources. Students practice creating these oral citations with a proposal and then place them in the speech by crafting a preparation outline. We will also continue to work with our research librarian, Sabrina Thomas, to further develop the new research guide for CMM 103, which provides guidance for finding sources and information literacy. Ms. Thomas also hosts a session for CMM 103 instructors on teaching information literacy. We will seek to provide more examples for students and encourage students to seek out assistance with their oral citations from the Writing Center and instructors.

To improve the organization of speeches (Criterion 4), students will use the Outline Builder tool in Mindtap. The rubrics now allocate more points on organizational elements and insist on transitions throughout the speech. Class activities focusing on organization have also been added as options for instructors. The new textbook presents organizational patterns in a more straightforward manner and offers some innovative activities to learn about how different organizational patterns can be used.

To improve language choices (Criterion 5), a new class activity on language choices was designed for instructors. Points on the persuasive speech are now allocated for "argumentativeness" that is operationalized as language choice and tone. Instructors will be encouraged to use an entire class session in the persuasive speech unit to teach and practice argumentative tone.

We are still exploring ways to improve delivery. Currently delivery is assessed through: vocal variety in rate, pitch, and intensity (Criterion 6); pronunciation, grammar, and articulation (Criterion 7); and physical behaviors that support the verbal message (Criterion 8). Instructors have been asked to spend more class time working with students on delivery. New exercises to improve delivery have been added to the class repository. Mindtap includes more example speeches that focus on delivery elements for student to view. Mindtap also includes a practice speech-recording device called "YouSeeU." All students will be required to upload a practice session prior to presenting their speech to a live audience. Finally, assignment guidelines will be changed to require use of notecards (instead of paper outlines) and limit the number of notecards students can use for the presentation.

A few general steps have also been taken to improve our delivery of the course. First, an instructor-only course section was created on Blackboard last fall. This instructor space creates an opportunity to share information like lesson plans, video examples, and activities. We are creating a repository for best practices and central mechanism for information dissemination. The instructor organizational course site will continue to grow and offer more resources for faculty.

We have also incorporated more training for all instructors. Cengage has conducted two sessions on using Mindtap and will have orientations for instructors and students in the fall. Classroom observations of all first-year graduate students will continue to be conducted. Finally, we believe the new textbook with an online platform will allow us to spend more instructional time for experiential learning. We also believe this change will allow more infrastructure and more support for instructors, especially new graduate teaching instructors. Overall, a major goal is to spend more instructional time working with students on speech construction and delivery.

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Core II Assessment: Composition

(Written Communication)

2015-2016

ENG 201 ASSESSMENT RESULTS, AY 2015-16

NOTE: Due to differences in the rubrics used in AY2015-15 and AY2015-16, comparative data are available only for the "Research" trait.

For AY 2015-2016, we are basing our program assessment on Marshall University's degree profile learning outcome for communication fluency since composition makes up six hours of students' general education requirements. As such, we are assessing students' writing in ENG 201 to determine if our program is preparing students appropriately for this outcome. See http://www.marshall.edu/assessment/LearningOutcomes.aspx for more information regarding Marshall's learning outcomes for its baccalaureate degree programs.

Learning Outcome: Students will develop cohesive oral, written, and visual communications tailored to specific audiences.

Traits/Levels	Below	Introductory	Milestone
Organization	Organization is weak and often impedes meaning. **Fall 2015: 78 (48%)** **Spring 2016: 66 (34%)** **AY: 144 (40%)**	Identifies and uses basic organizational principles. **Fall 2015: 76 (46%)** **Spring 2016: 109 (56%)** **AY: 185 (52%)**	Applies key design/organizational principles in communication. **Fall 2015: 10 (6%)** **Spring 2016: 19 (10%)** **AY: 29 (8%)**
Diction	Chooses incorrect vocabulary that fails to convey the writer's meaning. **Fall 2015: 36 (22%)** **Spring 2016: 29 (15%)** **AY: 65 (18%)**	Chooses rudimentary vocabulary that conveys the writer's intended meaning. **Fall 2015: 115 (70%)** **Spring 2016: 132 (68%)** **AY: 247 (69%)**	Chooses vocabulary that conveys the writer's intended meaning. **Fall 2015: 13 (8%)** **Spring 2016: 33 (17%)** **AY: 46 (13%)**
Communication Style	Errors are multiple and obstruct the writer's intended meaning. **Fall 2015: 58 (35%)** **Spring 2016: 47 (24%)** **AY: 105 (29%)**	Communication has only a few errors in style, mechanics, or other issues that might distract from the message. **Fall 2015: 94 (57%)** **Spring 2016: 119 (61%)** **AY: 213 (60%)**	Communication is virtually free of mechanical, stylistic or other issues that might distract from the message. **Fall 2015: 12 (7%)** **Spring 2016: 28 (14%)** **AY: 40 (11%)**
Research	Quotes, paraphrases, and summaries of sources are used inappropriately or not at all. **Fall 2014: 73 (38%)** **Spring 2015: 91 (37%)** **AY: 164 (39%)** **Fall 2015: 83 (51%)** **Spring 2016: 67 (35%)** **AY: 150 (42%)**	Demonstrates adequate knowledge of proper source attribution and appropriateness to the context. **Fall 2014: 102 (53%)** **Spring 2015: 113 (54%)** **AY: 215 (51%)** **Fall 2015: 71 (43%)** **Spring 2016: 100 (52%)** **AY: 171 (48%)**	Demonstrates sophisticated use of source usage and correct citation in nearly every circumstance. **Fall 2014: 18 (9%)** **Spring 2015: 23 (9%)** **AY: 41 (10%)** **Fall 2015: 10 (6%)** **Spring 2016: 27 (14%)** **AY: 37 (10%)**

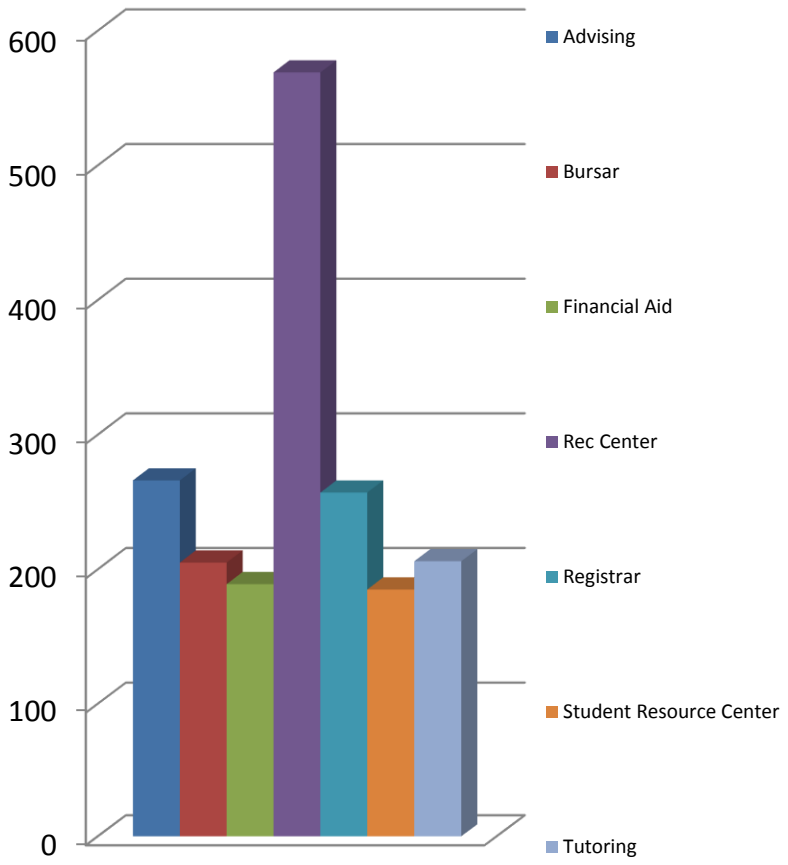
MARSHALL UNIVERSITY®

Assessment Day 2016

Survey Report

Responses for Each Survey: Students

Survey	# of Responses
Advising	266
Bursar	205
Financial Aid	189
MU Rec Center	569 (S/E combined)
Registrar	257
Student Resource Center	185
Tutoring	206



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.

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Assessment Day 2016

Core Curriculum Survey Results

Please access this link and select “Assessment Day” in “Filter by Report Group”

www.marshall.edu/assessment/SurveyReports.aspx

Executive Summary

- A total of 798 Marshall undergraduate students completed the survey.

- As in 2014, 2016 results showed that most students agree or strongly agree that they engaged in learning as part of the Core Curriculum that aligned with Marshall's Baccalaureate Degree Profile Outcomes.

Survey Items for Core Curriculum 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 in either 2014 or 2016 (or both)

Survey Item	Marshall Domain	Mean Response 2014	Mean Response 2016
Use knowledge from more than one area of study to explore issues or to solve problems.	**Integrative Thinking**	4.15 (*n* = 906)	4.11 (*n* = 794)
Assess my own values and examine other viewpoints and credible evidence.	**Ethical and Civic Thinking** **Inquiry-Based Thinking**	4.12 (*n* = 911)	4.09 (*n* = 798)
Determine how to improve my own learning.	**Metacognitive Thinking**	4.07 (*n* = 910)	3.99 (*n* = 798)
Examine issues from multiple perspectives.	**Creative Thinking** **Ethical and Civic Thinking**	4.05 (*n* = 907)	4.05 (*n* = 797)
Find scholarly information, evaluate it critically and use it effectively.	**Information Literacy**	4.03 (*n* = 912)	4.08 (*n* = 793)

Survey Items for Core Curriculum with mean ratings below 4.0 (on a five-point scale, with "5" being the most positive rating) and Alignment with Marshall Degree Profile in either 2014 or 2016 (or both)

Survey Item	Marshall Domain	Mean Response 2014	Mean Response 2016
Develop the ability to write effectively	**Communication Fluency**	3.96 (*n* = 914)	3.96 (*n* = 794)
Use what I know to solve novel problems	**Creative Thinking**	3.93 (*n* = 897)	3.84 (*n* = 789)
Develop the ability to express myself effectively through speaking	**Communication Fluency**	3.92 (*n* = 900)	3.83 (*n* = 784)
Analyze and evaluate issues and solve real-world problems in a manner that is ethical and supportive of our civic well-being	**Creative Thinking** **Ethical and Civic Thinking** **Inquiry-Based Thinking**	3.90 (*n* = 902)	3.85 (*n* = 790)
Develop multicultural and global perspectives	**Intercultural Thinking**	3.81 (*n* = 891)	3.76 (*n* = 787)
Broaden my appreciation of the arts	**None**	3.63 (*n* = 884)	3.68 (*n* = 783)
Develop my ability to use mathematics in everyday life (2014); Use numerical information to explore real world problems	**Quantitative Thinking**	3.53 (*n* = 873)	3.62 (*n* = 785)

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Graduation Survey Response Rates and Summary Results

Academic Year 2015 - 2016

2015 – 2016 Response Rate by College by Semester

College	Summer 2015	Fall 2015	Spring 2016	Total
CAM	1/3 = 33%	9/28 = 32%	20/77 = 26%	30/108 = 28%
COB	6/42 = 14%	36/96 = 38%	41/124 = 33%	83/262 = 32%
COEPD	¼ = 25%	35/62 = 56%	20/107 = 19%	56/173 = 32%
COHP	2/31 = 6%	38/116 = 33%	101/315 = 32%	141/462 = 31%
COLA	3/21 = 14%	17/66 = 26%	48/129 = 37%	68/216 = 31%
COS	6/26 = 23%	30/75 = 40%	53/152 = 35%	89/253 = 35%
CITE	0/0 = N/A	7/21 = 33%	9/27 = 33%	16/48 = 33%
RBA	2/31 = 6%	39/76 = 51%	32/81 = 40%	73/188 = 39%
Total	21/158 = 13%	211/540 = 32%	324/1,012 = 32%	556/1,710 = 33%

Executive Summary

- **These data are for academic year 2015 – 2016. Unless otherwise noted, all findings are essentially unchanged since academic year 2014 – 2015.**
- Overall response rate was 33% (556 respondents out of 1,710 graduates) – up slightly from 32% in 2014-2015.
- Females were more likely than males to respond to the survey.
- The Mean GPA of respondents (3.24) was significantly higher than that of all graduates (3.15).
- Response rates did not differ significantly across colleges (as they had in 2014-2015).
- 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-one percent reported no educational debt (up from 29% in 2014-2015), while 41% reported debt greater than $20,000.
- Most respondents stated that their educational objective was to begin their first career.
- Fifty-six percent of respondents said they had participated in an internship or practicum (compared to 55% in 2014-2015), with 60% believing this experience had helped them find employment.
- Fifty-eight percent of respondents indicated that they intend to pursue graduate studies, while only 3% 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 sixteen items. All of these items were the same as those identified in 2014 – 2015.

  - I developed the ability to use mathematics to explore real world problems. (2.03)
  - Writing intensive courses helped me to improve my writing skills. (2.10)
  - I broadened my appreciation for the arts. (2.30)

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 (1.79) than with
  - the quality of advising (2.33)
  - academic support services (2.15)
  - classroom and lab facilities (2.14)
- 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.
- Sixty percent (up from 57% in 2014 – 2014) plan to work in WV.
- Forty-five percent (of the 408 students who answered the question) reported having accepted a job (up from 40% in 2014 – 2015). Of those, 69% will earn more than $30,000 annually (up from 67% in 2014 – 2015).
- Only 18% of respondents reported using Career Services, with JobTrax and Resume Assistance used most frequently.

2015 – 2016 Graduation Survey Results

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

MARSHALL UNIVERSITY®

National Survey of Student Engagement (NSSE)

Spring 2016

www.marshall.edu/assessment/SurveyReports.aspx

Comparison of spring 2013/2014/2015/2016 *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.

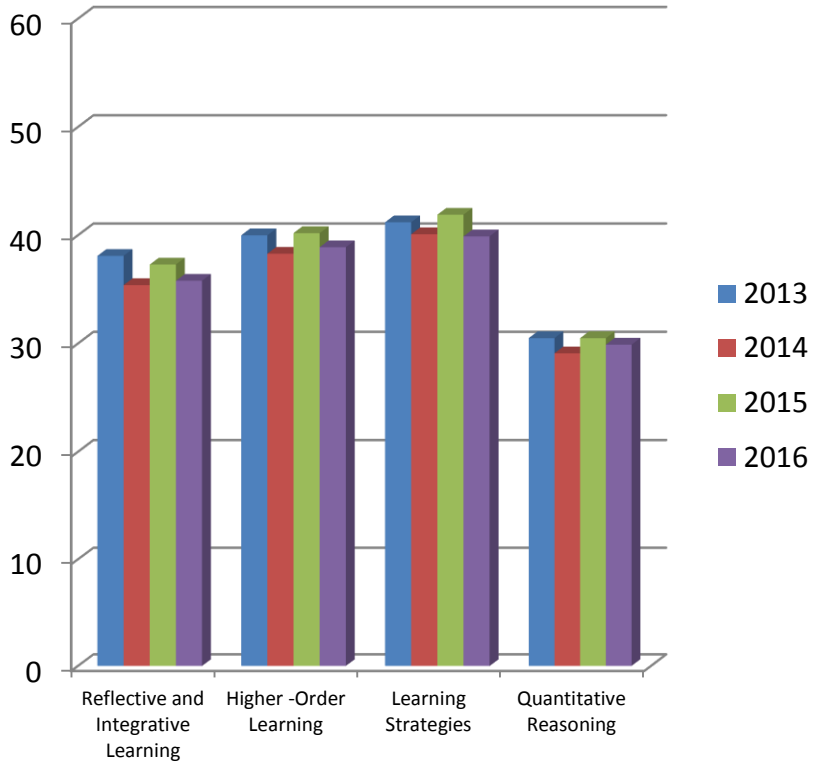
Theme	Engagement Indicator	2013		2014		2015		2016	
		First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors
Academic Challenge	Reflective and Integrative Learning	**			*	*	*		
	Higher-Order Learning	*			*	*	*		
	Learning Strategies	*		*		*	*	*	*
	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*

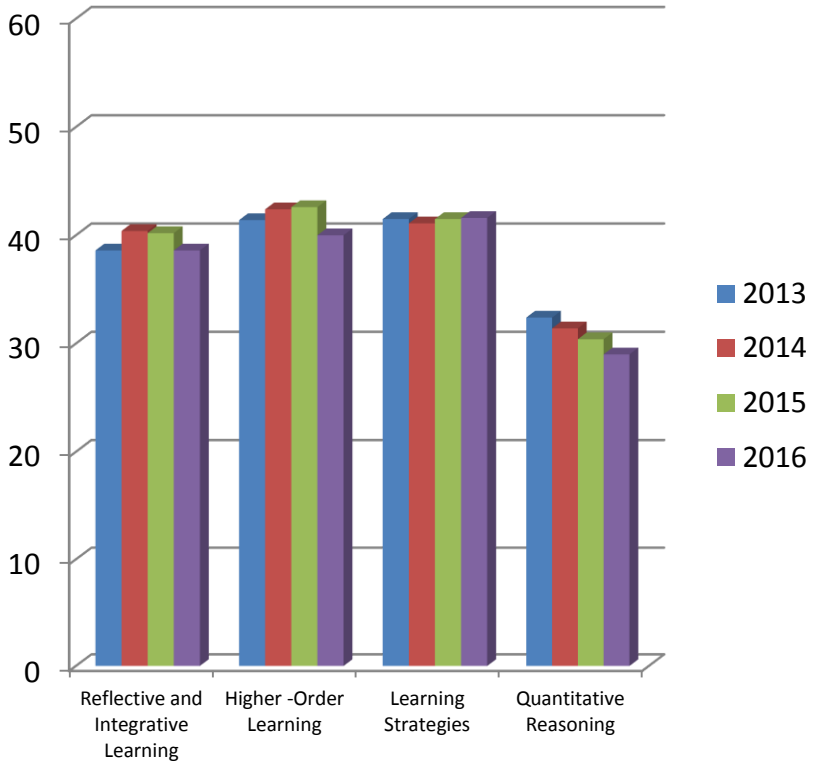
Theme	Engagement Indicator	2013		2014		2015		2016	
		First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors
Academic Challenge	Reflective and Integrative Learning	38.1	38.6	35.4	40.4	37.3	40.2	35.8	38.6
	Higher-Order Learning	40.0	41.4	38.3	42.4	40.2	42.6	38.9	40.0
	Learning Strategies	41.2	41.5	40.1	41.1	41.9	41.5	39.9	41.6
	Quantitative Reasoning	30.5	32.4	29.1	31.4	30.5	30.4	29.9	29.0
Experience with Faculty	Student/Faculty Interaction	21.0	28.5	20.8	28.7	22.5	26.2	21.2	24.8
	Effective Teaching Practices	41.2	41.4	40.1	41.9	41.2	40.4	38.3	39.0
Learning with Peers	Collaborative Learning	30.3	33.7	30.1	34.3	33.3	32.3	31.6	31.9
	Discussion with Diverse Others	41.3	41.9	39.0	41.5	41.2	39.8	38.4	40.7
Campus Environment	Quality of Interactions	40.5	41.4	39.4	41.4	40.5	41.8	39.2	41.1
	Supportive Environment	37.6	33.6	36.9	32.9	37.5	33.9	34.9	31.3

Academic Challenge

Freshmen

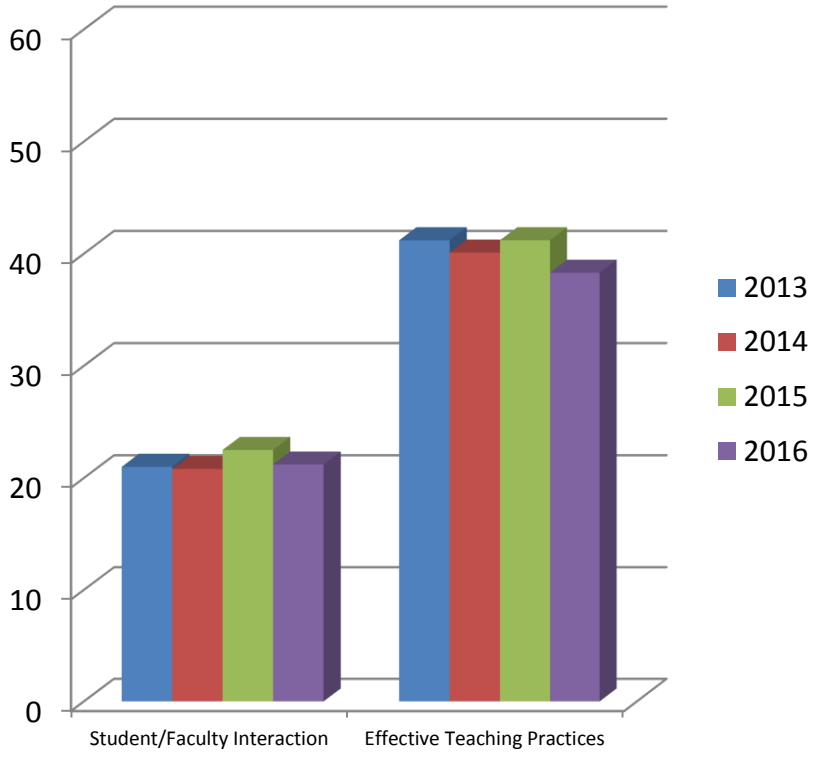


Seniors

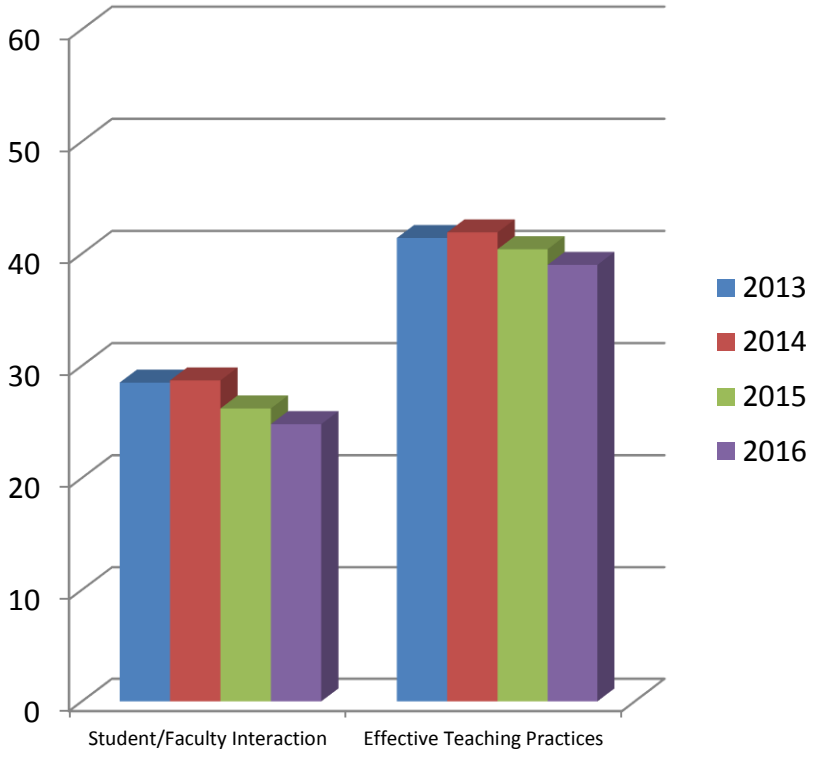


Experience with Faculty

Freshmen

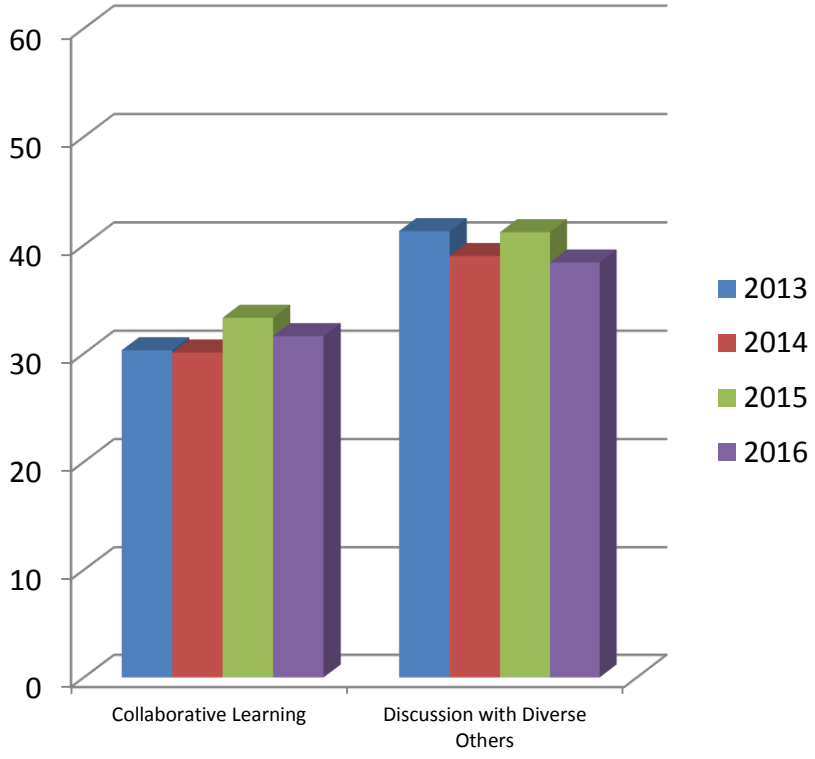


Seniors

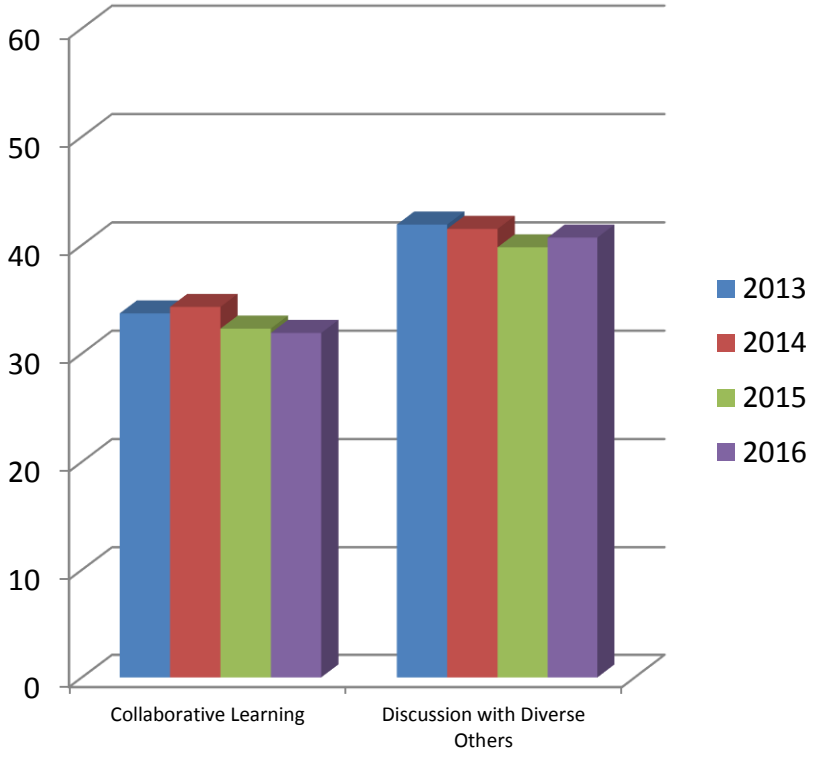


Learning with Peers

Freshmen

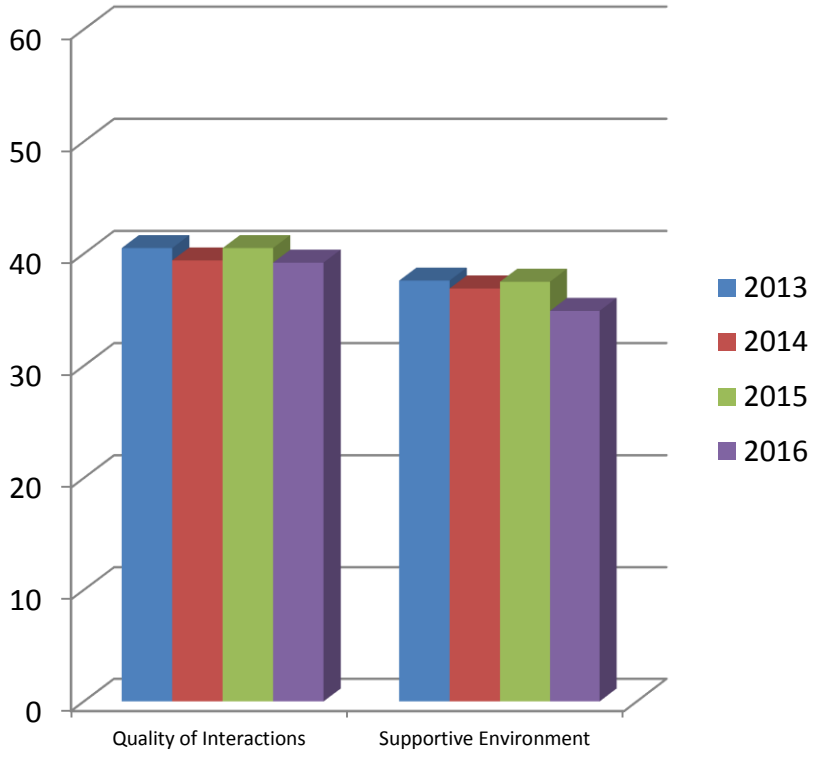


Seniors

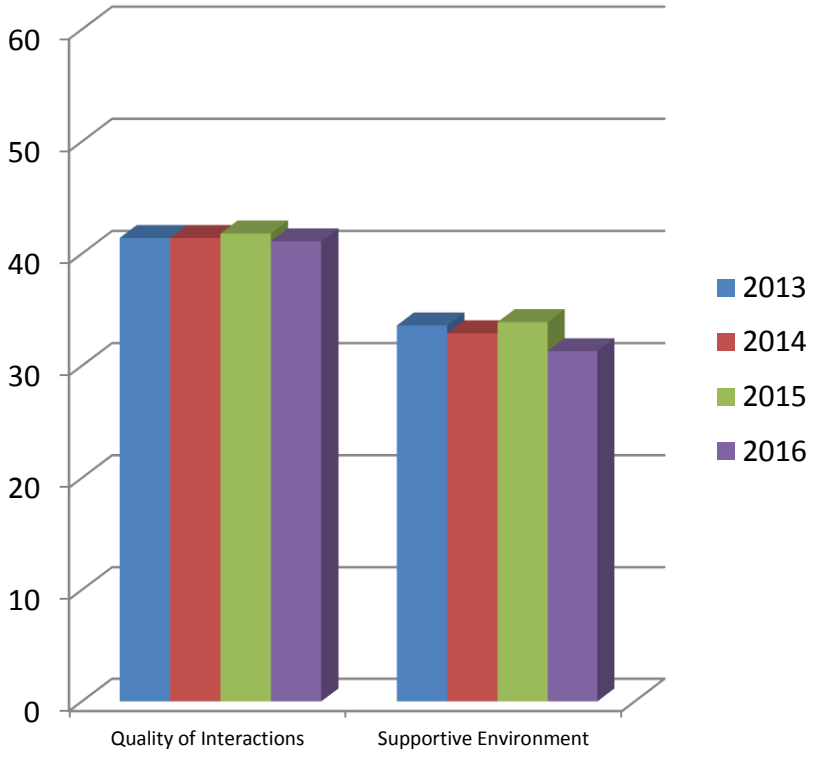


Campus Environment

Freshmen



Seniors



Spring 2013/2014/2015/2016 *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, 2016); 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, 2014, 2016)
    - Supportive Environment – All Students (2016)
  - Learning with Peers
    - Discussions with Diverse Others – Seniors (2015)
  - Experiences with Faculty
    - Effective Teaching Practices – All Students (2016)

Comparison of spring 2013/2014/2015/2016 *NSSE High Impact Practices*

(Relative to Carnegie Peers)

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

High Impact Practice	2013		2014		2015		2016	
	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors
Learning Community Participation	Weakness *		Weakness *	Strength **	Weakness **		Weakness ***	
Service Learning Participation	Weakness ***		Weakness *	Strength ***	Weakness **		Weakness **	
Research with Faculty		Strength ***		Strength ***		Strength ***		
Internship or Field Experience		Strength ***		Strength ***		Strength *		
Culminating Senior Experience		Strength ***		Strength ***		Strength ***		Strength ***
Study Abroad								
Participated in at least one HIP	Weakness ***	Strength ***	Weakness *	Strength ***	Weakness ***	Strength *	Weakness **	Strength **
Participated in two or more HIPs		Strength ***		Strength ***		Strength ***	Weakness ***	Strength ***

Comparison of spring 2013/2014/2015/2016 *NSSE High Impact Practices*

Percentages of Participation in Each High Impact Practice

High Impact Practice	2013		2014		2015		2016	
	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors	First Year Students	Seniors
Learning Community Participation	8	26	9	29	10	21	7	25
Service Learning Participation	42	65	47	71	48	66	47	67
Research with Faculty	6	30	7	33	6	29	4	25
Internship or Field Experience	N/A	58	N/A	57	N/A	54	N/A	50
Culminating Senior Experience	N/A	63	N/A	62	N/A	59	N/A	61
Study Abroad	N/A	11	N/A	10	N/A	9	N/A	9
Participated in at least one HIP	46	91	52	91	52	89	52	89
Participated in two or more HIPs	9	73	8	74	10	70	5	71

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.

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Program Review

Academic Year 2015 - 2016

Marshall Board of Governors' Recommendations: Undergraduate Programs

College	Program	Recommendation
CITE	Engineering-BSE	Continue at Current Level
	Computer Science-BS	Continue with Resource Development
	Safety Technology-BS	Continue at Current Level
COS	Environmental Science-BS	Continue at Current Level
	Integrated Science and Technology-BS	Continue at Current Level,
	Natural Resources and Recreation Management-BS	Continue at Current Level
	Criminal Justice-BA	Continue with Resource Development
COHP	Exercise Science-BS	Continue at Current Level
	Athletic Training-BS	Continue at with Resource Development for Additional Faculty and a Simulation Lab
	Physical Education-BA	Continue at Current Level
CAM	Journalism and Mass Communications-BA	Continue at Current Level

Marshall Board of Governors' Recommendations: Graduate Programs

College	Program	Recommendation
CITE	Engineering-MSE	Continue with Resource Development
	Information Systems-MS	Continue at Current Level
	Safety Technology-MS	Continue at Current Level
	Technology Management-MS	Continue with Resource Development for additional staffing, marketing, and recruitment.
	Environmental Science-MS	Continue at Current Level
COS	Criminal Justice-MS	Continue at Current Level
COHP	Health Informatics-MS	Continue at Current Level
	Sports Management-MS	Continue at Current Level
	Exercise Science-MS	Continue at Current Level
	Athletic Training-MS	Continue at Current Level, but program will discontinue in 2020 due to the new BS/MS degree
CAM	Journalism and Mass Communications-MA	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 August or October 2016
COLA	Communication Studies-BA	Follow-Up Concerning Online Course Offerings	Pleased with report

High Impact Practice Project

2015-2016 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 $\geq$ 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

Timeline Continued

- Fall 2015: HIP classes conducted.
- Faculty met with Dr. Karen McComas in the Center for Teaching and Learning to discuss and refine pedagogical practices during fall 2015.
- Freshmen, including those enrolled in the HIP project, were asked to complete a freshman survey in December 2015.
- We mourned the passing of Dr. Harold Blanco in March 2016.
- Student artifacts from HIP groups were evaluated in June 2016.
- We welcomed three new instructors to our fall 2016 cohorts and welcomed back three returning instructors. New instructors are Dr. Barbara Tarter, Mr. Bill Gardner, and Dr. Jill Underhill. Returning instructors are Ms. Jennifer Sias, Dr. Donna Sullivan, and Dr. Damien Arthur.
- Jennifer Sias, Donna Sullivan, Kristi Fondren, Peg Proudfoot-Harman and Damien Arthur presented their experiences with fall 2015 classes and Jennifer, Donna, Damien, Barbara Tarter, Bill Gardner, and Jill Underhill talked about plans for this year at the fall 2016 iPED Conference. Mary Beth Reynolds presented preliminary results of last year's project.

MARSHALL UNIVERSITY®

High Impact Practice Project

Preliminary Results: Fall 2015

High Impact Practice Learning Community Project: Fall 2015

EXECUTIVE SUMMARY

Background

There were 51 students enrolled in Marshall's High Impact Practice Learning Community (HIP-LC) Project in fall 2015. Each of these students was enrolled in two courses (a first year seminar [FYS] and an additional course [either SOC 200 or PSC 104]) that shared common themes and common or aligned assignments. All students were fully admitted to Marshall University, but 30 (Not Murky Middle [Not MM]) entered Marshall with high school grade point averages (GPA) of 3.25 or higher, while 21 (Murky Middle [MM]) entered Marshall with high school grade point averages lower than 3.25. Each student in a HIP-LC was matched (to the best of our ability) with a student who also was enrolled in FYS during fall 2015, but was not in a HIP-LC. Each pair was matched perfectly for gender and as closely as possible for residence (WV resident, Metro Resident, or Non-Resident), entering academic ability (ACT [or SAT converted to ACT scale] and high school GPA), and age in years. Comparisons showed no significant differences between Not MM HIP-LC participants and controls for any matching variable; however, high school GPA of MM controls (2.88) was significantly higher than that of MM HIP-LC participants (2.76). The following data were collected to assess the impact of participation in the HIP-LC on student learning and persistence.

Direct Assessments of Student Persistence

Enrollment in spring and fall 2016

Chi-Squares did not show a relationship between enrollment in the HIP-LC and persistence, as measured by enrollment at Marshall University in either the spring or fall semesters of 2016, for either MM or Not MM students. However, we note that 17 (as compared to 16) of the MM students enrolled in the HIP-LC were enrolled at Marshall in spring 2016 and, by fall 2016, 13 of those students continued to be enrolled as compared to only nine of the 21 MM matched controls. Recall that the mean high school GPA for the MM HIP-LC (2.76) students was significantly lower than the mean for their controls (2.88). These are preliminary numbers for fall 2016 as there is still time for students to enroll.

Direct Assessments of Student Learning

Cumulative College GPA at the Conclusion of spring 2016

Results showed no significant difference between HIP-LC participants and matched controls for either Not MM or for MM students. We note, however, that the mean GPA for the 21 MM HIP-LC participants was 2.04 as compared to 1.89 for their matched controls, despite the fact that the high school GPA for the MM HIP-LC participants (2.76) was significantly lower than that of their matched controls (2.88).

Results of FYS Final Exam

Students in FYS completed a common final exam that allowed us to assess their achievement of two outcomes aligned with those of Marshall University; *Information Literacy* and *Inquiry-Based (*aka known as *Critical*) *Thinking*. Of the original 30 Not MM matched pairs and the 21 MM matched pairs, at least one member of 2 Not MM and 9 MM matched pairs did not complete the FYS final exam. This left 28 Not MM and 12 MM pairs for comparison. Results for demographic variables showed two significant differences; as for the entire group, high school GPA was significantly higher (2.91) for the twelve MM controls than for the 12 MM HIP-LC participants (2.76) and the Not MM controls were significantly older (18.43) than Not MM HIP-LC participants (18.18).

Although results did not show statistically significant differences in performance on the outcomes between HIP-LC participants and controls for either MM or Not MM students, we note that, for all traits except one, MM HIP-LC participants demonstrated higher mean performance than did their matched controls. This was true despite their significantly lower mean high school GPA. However, Not MM controls had slightly higher means on all traits than did their HIP-LC matches, resulting in significant interaction effects for *Information Literacy (Information needed)* and *Inquiry-Based Thinking* (*Viewpoints).*

Results of Authentic Artifacts Aligned to Integrative Thinking

Performance on student work aligned to the University's *Integrative Thinking* outcome is difficult to interpret because we did not have a matched control group for this assessment. Additionally, we had usable data for only a small number of students enrolled in the HIP-LC. Our initial plan was to focus on the *Connections to Experience* trait of *Integrative Thinking*. From FYS courses, the following numbers of students uploaded artifacts aligned to this trait: 13 MM students (1 could not be assessed due to an upload error and 4 were judged to be misaligned, resulting in a total of 8 scorable artifacts); 21 Not MM students (9 were judged to be misaligned, resulting in 12 scorable artifacts). From paired companion courses, the following numbers of students uploaded artifacts aligned to this trait: 7 MM students (none was judged to be misaligned); 18 Not-MM students (1 was judged to be misaligned, resulting in 17 scorable artifacts). One a scale of 1 – 4, mean performance for

the 8 MM and 12 Not-MM students was 1.25 and 1.13 respectively for FYS; performance for the 7 MM and for the 17 Not MM was 1.96 and 1.85 respectively for the paired companion courses. Overall, these results compare favorably with results for the students from 100 and 200 level courses chosen randomly for assessment this summer. Those results showed a mean of 1.64 for a total of 40 students enrolled in 100 and 200 level courses and 1.64 for a total of 36 students who identified as either freshmen or sophomores. We also note that, at the freshman level, performance between levels 1 and 2 is considered acceptable.

Despite the fact that we concentrated on the *Connections to Experience* aspect of *Integrative Thinking*, students from some of the FYS sections aligned their artifacts to additional *Integrative Thinking* traits. The following numbers of students uploaded artifacts aligned to *Connections among Disciplines*: 9 MM students (1 could not be assessed due to an upload error, resulting in a total of 8 scorable artifacts) and 16 Not MM students; to *Relation among Domains of Thinking*: 9 MM students (1 could not be assessed due to an upload error and 2 were judged to be misaligned, resulting in a total of 6 scorable artifacts) and 16 Not MM students (5 were judged to be misaligned, resulting in a total of 11 scorable artifacts); to *Transfer*: 9 MM students (1 could not be assessed due to an upload error and 2 were judged to be misaligned, resulting in a total of 6 scorable artifacts) and 16 Not MM students (1 could not be assessed due to an upload error and 8 were judged to be misaligned, resulting in a total of 7 scorable artifacts). Results for *Connections among Disciplines* (1.81 for MM and 2.13 for Not MM) compared favorably to the summer assessment results for 25 students enrolled in 100 and 200 level courses (1.41) and to 22 students who identified as freshmen or sophomores (1.32). We did not include students enrolled in 100 and 200 level courses for the *Relation among Domains of Thinking* and *Transfer* traits during the summer assessment; however 18 students in that sample who aligned their artifacts to *Relation among Domains* achieved a mean score of 1.39 and 19 who aligned their artifacts to *Transfer* achieved a mean score of 1.68. We judge that the mean performance of the HIP-LC community students on these traits (*Relation to Domains of Thinking* 1.75 [MM] and 2.09 [Not-MM] and *Transfer* 1.83 [MM] and 2.43 [Not MM]) compared very favorably.

Indirect Assessments of Student Learning

At the end of the fall 2015 semester, the Office of Assessment disseminated a survey to all freshmen. The survey consisted of 27 items, 25 of which aligned to one or more of Marshall's Degree Profile outcomes. Twelve of the items were taken (or adapted) from the *National Survey of Student Engagement* (which our freshman and seniors were asked to complete in spring 2016) and the rest were developed by Marshall faculty and staff.

A total of 572 freshmen, 313 of whom were enrolled in FYS in fall 2015, completed at least part of the survey. Thirty-seven of these students were enrolled in one of the HIP-LCs. Analysis of results included the following comparisons:

1. HIP-LC participants (37) compared to the 276 freshmen who were enrolled in FYS during fall 2015, but were not enrolled in a HIP-LC. Demographic comparisons showed that HIP-LC participants had a significantly lower high school GPA (3.35) than did other FYS students

(3.66). When analyzed separately for the MM and Not MM students, the MM HIP-LC participants had significantly higher entering academic ability (ACT; 21.15) than did the other MM FYS students (19.4), but the reverse was true for the Not MM students (22.08 for HIP-LC students and 23.19 for other Not MM students enrolled in FYS). Mean high school GPA was significantly lower for the Not MM HIP-LC participants (3.64) as compared to the other Not MM students enrolled in FYS (3.82).

Results

- Independent samples t-tests showed that freshmen who participated in a HIP-LC had significantly higher means on four of the 27 survey items. Two of these items aligned to Marshall's *Intercultural Thinking* outcome, one aligned to *Communication Fluency*, and another aligned to *Integrative and Inquiry-Based Thinking.*
- We note that HIP-LC means were higher than non-HIP-LC FYS means for all items except four, with the following comparisons HIP-LC/Non-HIP-LC (3.16/3.2, 3.08/3.09, 3.22/3.26, 3.46/3.54).
- When analyzing results separately for MM and Not MM, we noted the MM HIP-LC participants scored significantly higher than the rest of the MM FYS students on only two items; one aligned to *Inquiry-Based and Integrative Thinking* and the other to *Intercultural Thinking*. The Not MM HIP-LC participants scored significantly higher than the rest of the Not MM FYS students on the three items, two aligned to *Intercultural Thinking* and one to *Communication Fluency*. Overall, however, the Not MM HIP-LC students were more likely to have higher or commensurate means than the rest of the Not MM FYS students, whereas the opposite was true to the MM HIP-LC students.

2. HIP-LC participants with matched controls. All matched pairs were enrolled in FYS during fall 2015. Due to the difficulty of matching MM students, three MM HIP-LC participants who completed the survey had matches who did not complete the survey, so comparisons for these three participants could not be made. Demographic comparisons showed that high school GPA was significantly lower for HIP-LC participants (3.39) than for matched controls (3.44).

   Results

   - Paired samples t-tests show a significant difference between HIP-LC participants and controls on only one item and, on that item (aligned to *Integrative Thinking*), controls scored higher than HIP-LC participants.

3. Same as analysis # 2, but for HIP-LC participants with high school GPA < 3.25 (MM) and matched controls and another for HIP-LC participants with high school GPA $\geq$ 3.25 and matched controls (Not-MM). Demographic comparisons showed no significant differences between HIP-LC participants and matched controls for the Not MM students. Demographic comparisons showed that HIP-LC participants had a significantly lower high school GPA (2.77) than their matched controls (2.97) for the MM classification.

   Results

   - Paired samples t-tests showed no significant differences between HIP-LC participants and matched controls when analyzed separately for MM and Not MM HIP-LC participants.

4. HIP-LC participants with high school GPA $\geq$ 3.25 (Not MM) to those with high school GPA < 3.25 (MM).

Results

- Independent samples t-tests and Chi-Squares showed no significant differences.

Discussion

Initial results from the first year of the HIP-LC project did not show conclusive evidence that participation in a HIP-LC had a significant effect on student learning or persistence. However, trends pointed toward the impact (if any) being greater for students classified as MM than for those classified as Not MM. We note the larger percentage of MM students who are registered for the fall 2016 semester (62%) than MM matched controls (43%). While not statistically significant, we had a very small *n* (21 matched pairs) in the MM classification. We caution that these numbers are preliminary as there is still time for students to enroll in Marshall's fall 2016 semester.

Results of FYS final exams shows that, for the 12 matched MM pairs for whom we had data, the HIP-LC participants scored higher (although not significantly so) on all traits of *Inquiry-Based Thinking* and on one trait of *Information Literacy*. We did not see this result for the Not MM participants. Also, the mean college GPA for the 21 MM HIP-LC participants (2.04) was higher (although not significantly so) than that for the MM controls (1.89). Authentic assessment of artifacts aligned to *Integrative Thinking* showed that both the MM and Not MM students scored at levels expected of new freshmen and compared favorably to a randomly sampled cohort of freshman and sophomore students whose work was assessed in summer 2016. However, we must remain cautious about these findings given the small number of students who participated in the project and the even smaller number of students who provided usable data for analysis.

Indirect data from the freshman survey suggested that HIP-LC students may have engaged to a significantly greater degree than did those not enrolled in these communities in discussions of multicultural and global issues. However, significantly higher mean responses were primarily seen for HIP-LC students in the Not MM classification. Additionally, HIP-LC students did not statistically outperform matched controls.

Syllabus Assessment

Spring 2016

Syllabus Sample: Spring 2016

- There were 166 syllabi assigned for evaluation in the spring of 2016.
- Of these, 2 were not uploaded to MU-BERT, 4 were courses that did not require a syllabus (e.g. internship or thesis), 3 were for faculty who did not teach in spring 2016.
- This left 157 syllabi for evaluation; 131 for traditional courses, 23 for online courses, and 3 for hybrid courses.
- Of these, 83 (53%) included all elements required by the BOG syllabus policy.

Syllabus Content Frequencies

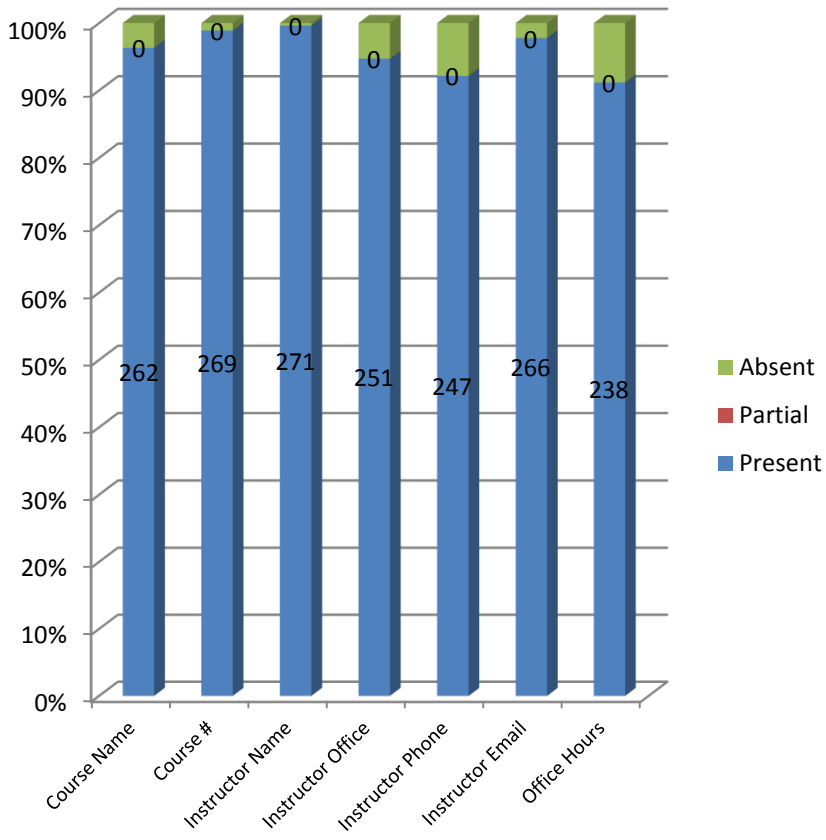
	Course Name	Course #	Instructor Name	Instructor Office	Instructor Phone	Instructor Email	Office Hours	Course Materials	Attendance Policy
Present	154 (98%)	157 (100%)	156 (99%)	149 (97%)	142 (92%)	156 (99%)	148 (97%)	154 (99%)	144 (99%)
Partially Present	1 (Incorrect)	0	0	0	0	0	0	1	0
Absent	2	0	1	5	13	1	4	1	2
Subtotal	157	157	157	154	155	157	152	156	146
Not Applicable	0	0	0	3 (Online Courses)	2 (Online Courses)	0	5 (Online Courses)	1 (Not Applicable/ Practicum)	11 (Online Courses)
Total	157	157	157	157	157	157	157	157	157

Syllabus Content Frequencies

	Grading Policy	Due Dates	Course Description	Learning Outcomes	Schedule	Grid	Policies	Semester	Time	Location
Present	153 (97%)	143 (92%)	136 (87%)	150 (96%)	142 (90%)	113 (72%)	145 (92%)	151 (96%)	132 (95%)	125 (92%)
Partially Present	4	6	19 (Yes, but not from catalog)	0	6	13	7 (some policies, but no link)	0	0	0
Absent	0	6	2	7	9	31	5	6	7	11
Subtotal	157	155	157	157	157	157	157	157	139	136
Not Applicable	0	2	0	0	0	0	0	0	18	21
Total	157	157	157	157	157	157	157	157	157	157

Syllabus Element Frequencies

Spring 2014



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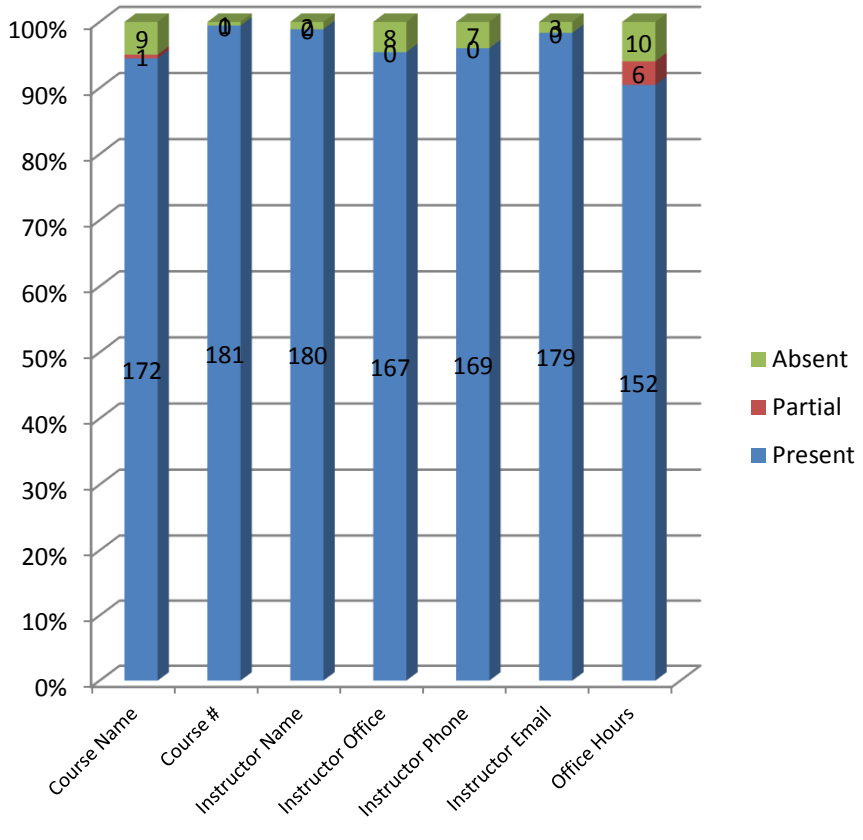

Syllabus Element Frequencies

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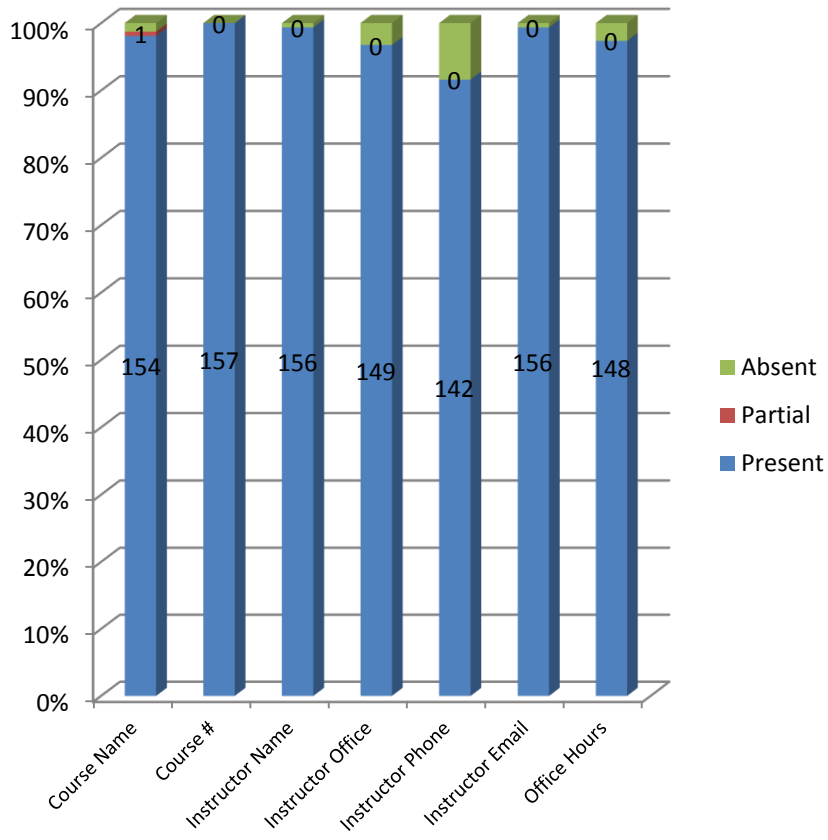

Syllabus Element Frequencies

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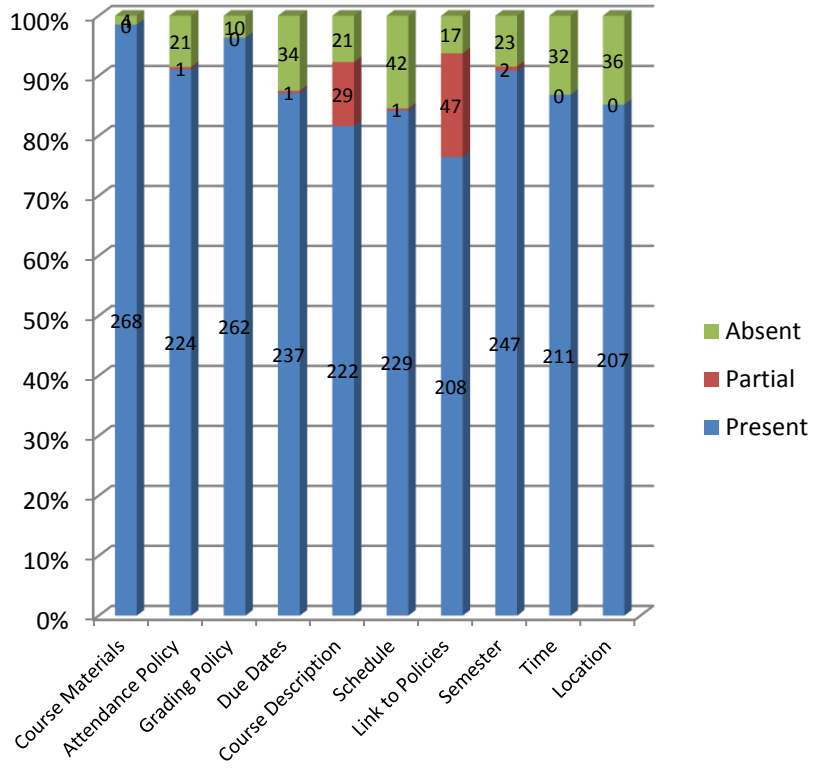

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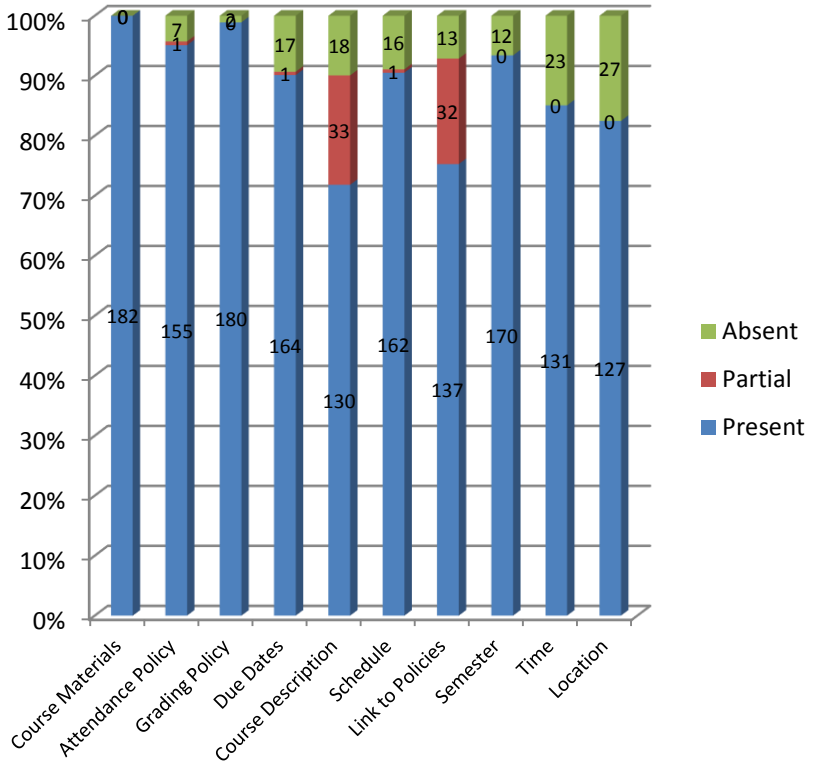

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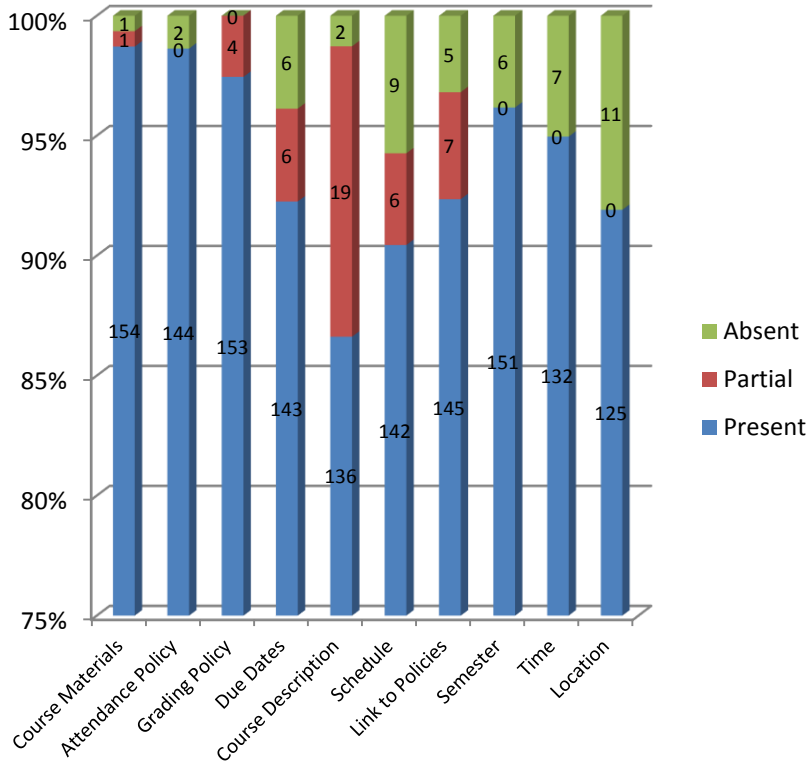
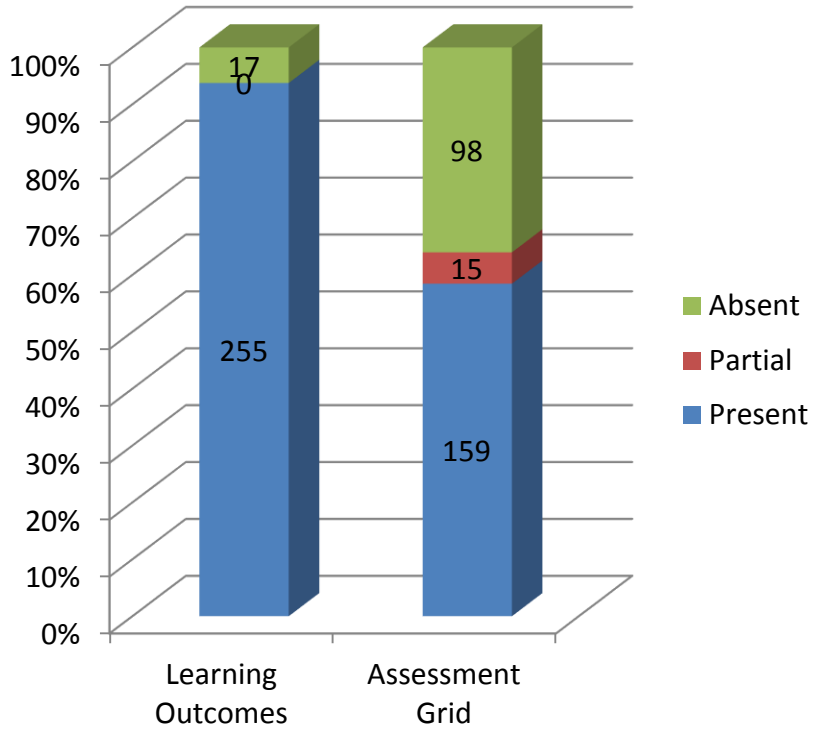
Spring 2016



Spring

Syllabus Element Frequencies

Spring 2014



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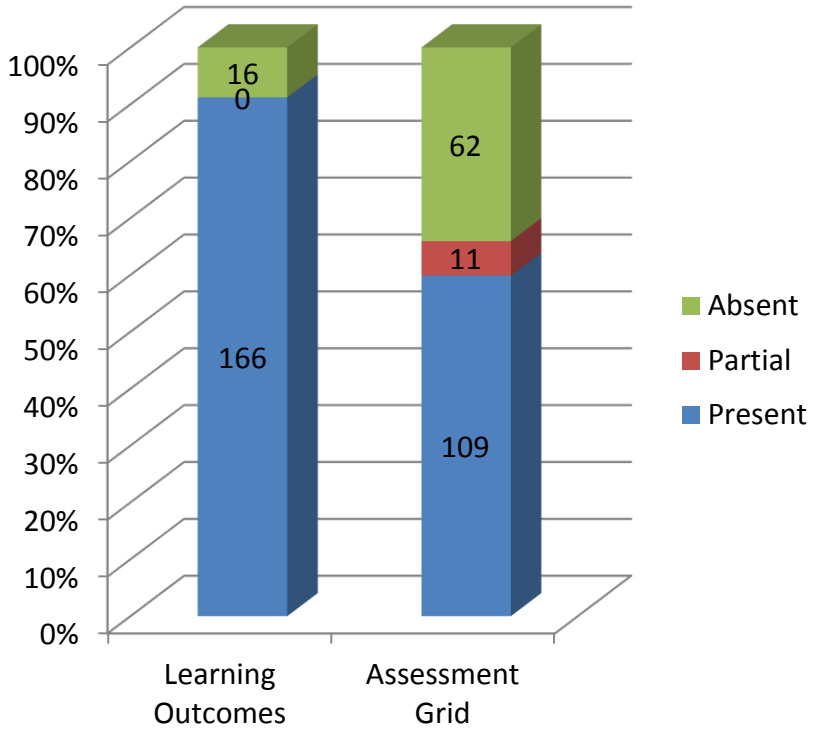
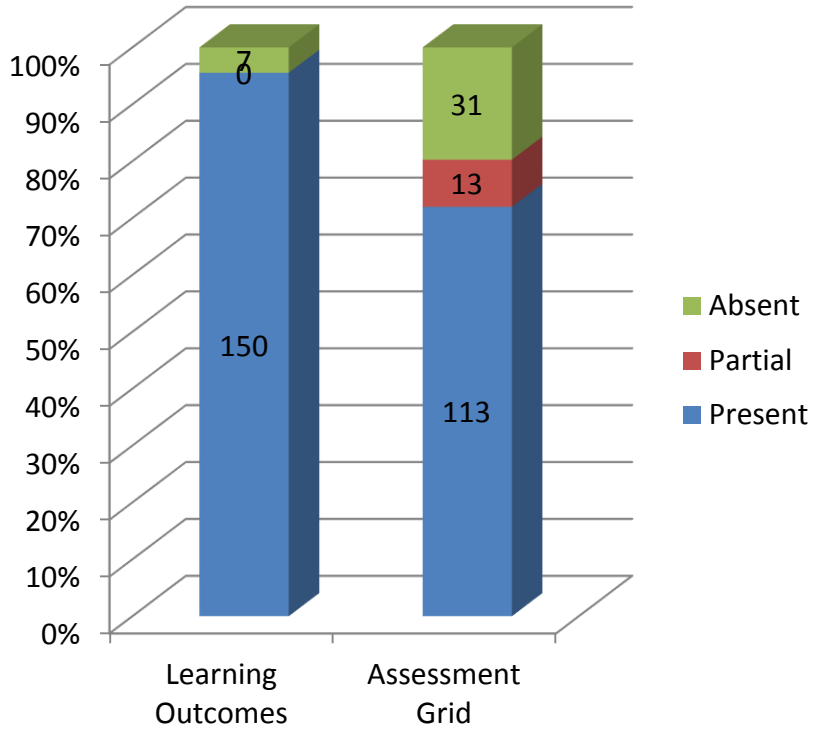


Syllabus Element Frequencies

Spring 2016



Spring

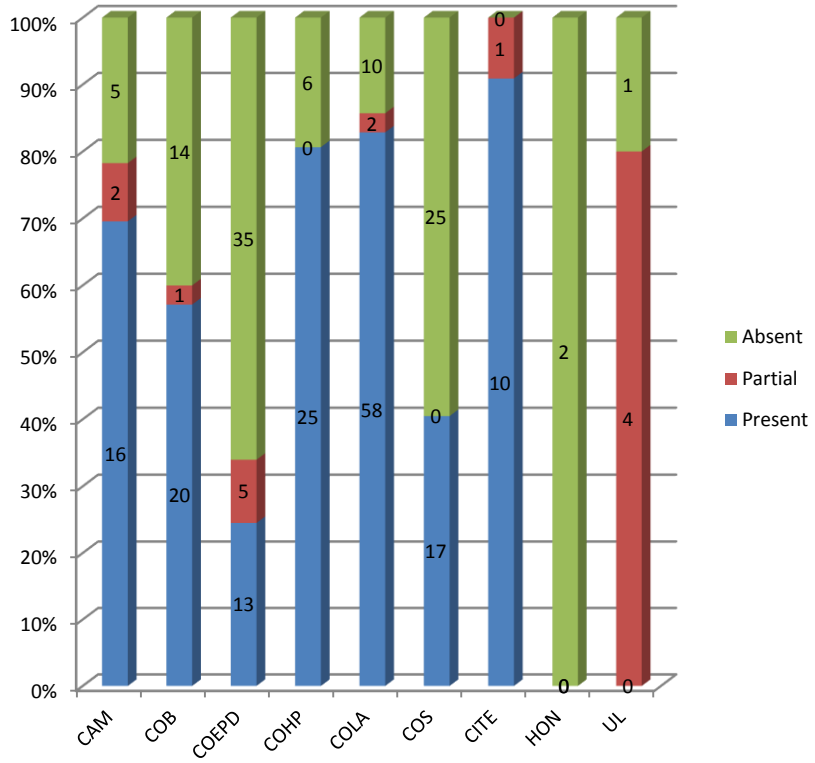
Areas of Concern Identified in 2014

% (below 90%) in 2014 with results from 2015 and 2016

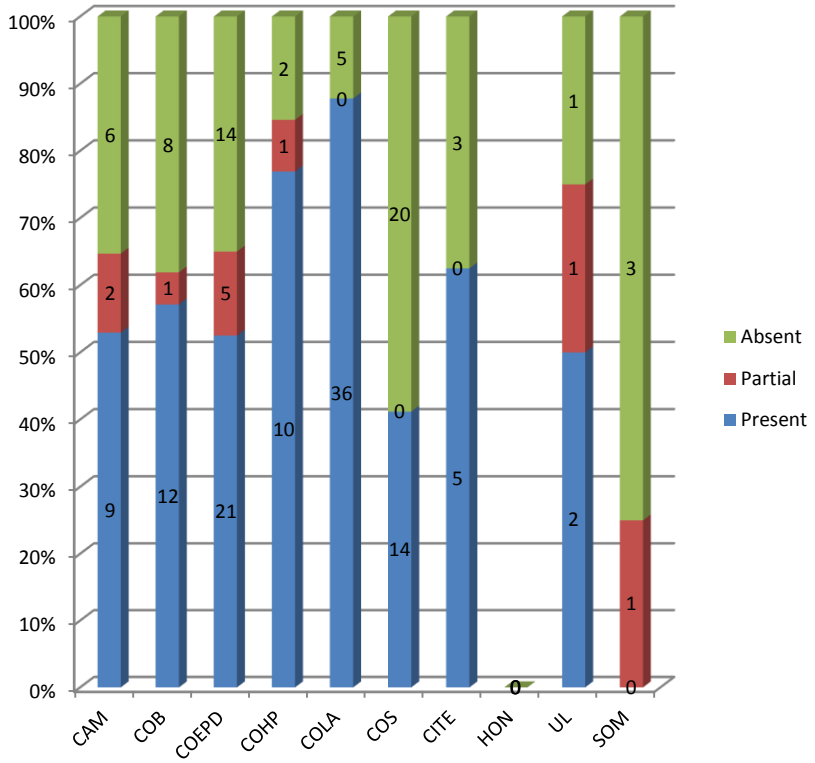
Syllabus Element	% of Syllabi - 2014	% of Syllabi – 2015	% of Syllabi – 2016
Assessment Grid	**58% - slightly improved from 52% in spring 2013**	**60%**	**72% - steady improvement, but not where we want to be.**
Link to University Policies	76%	75%	92%
Course Description from Catalog	**82%**	**72%**	**87%**
Schedule	84%	91%	90%
Location of Course	85%	82%	92%
Days and Times Course Meets	87%	85%	95%
Due Dates	87%	90%	92%

Assessment Grid by College

Spring 2014

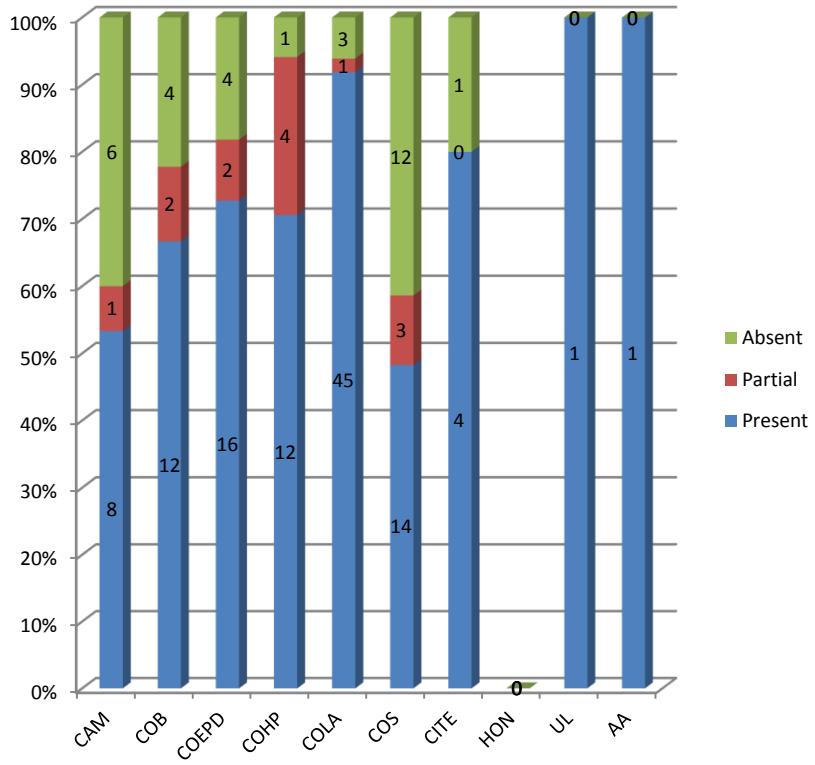


Spring 2015



Assessment Grid by College

Spring 2016



Spring

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 Spring 2015 and 2016Reviews

- **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) - % of syllabi that include all elements of grid increased from 52% in spring 2013 to 58% in spring 2014 to 60% in spring 2015 to 72% in spring 2016.
    - Link to University Policies: www.marshall.edu/academic-affairs/policies/ - presence of link increased from 75% in spring 2015 to 92% in spring 2016.
    - Reason for requesting course description from catalog – inclusion of course description from catalog increased from 72% in spring 2015 to 87% in spring 2016.
    - 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. – It appears that spring 2015 feedback resulted in positive changes in spring 2016 syllabi.
  - 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. – Inclusion of the assessment grid continues to improve each year.