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Assessment Report
Academic Year 2016 – 2017

October 2017

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Program Assessment Report Results: Academic Year 2015 – 2016

Evaluated during Academic Year
2016-2017
Go to
www.marshall.edu/assessment/AssessmentPlanArchive.aspx
To read program assessment plans

Annual Program Assessment: 2014 - 2015

- Annual assessment reports were due from 133 programs. These were a combination of undergraduate certificate programs (5), undergraduate degree programs (58 [2 associate and 56 baccalaureate – in some cases majors within degree programs submitted separate reports]), graduate certificate programs (22), and graduate degree programs (48 inclusive of Master's, doctoral, and professional programs).

- 94 annual assessment reports were submitted
  - 2 Undergraduate Certificate Reports
  - 46 Undergraduate Degree Program Reports
  - 12 Graduate Certificate Reports
  - 34 Graduate Degree Program Reports

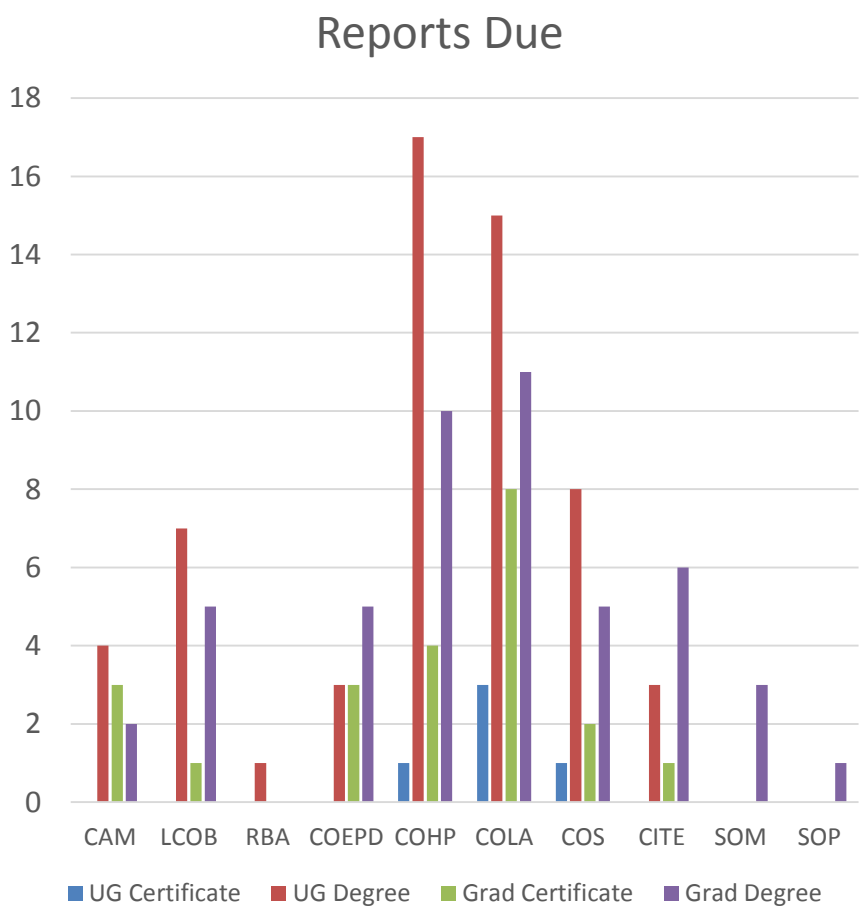
- 39 reports were not submitted (Two are from professional programs that are currently not submitting centrally)

Reports Due

Reports Due by College Table

College	UG Certif	UG Degree	Grad Certif	Grad Degree	Total
CAM	0	4	3	2	9
LCOB	0	7	1	5	13
RBA	0	1	0	0	1
COEPD	0	3	3	5	11
COHP	1	17	4	10	32
COLA	3	15	8	11	37
COS	1	8	2	5	16
CITE	0	3	1	6	10
SOM	0	0	0	3	3
SOP	0	0	0	1	1
Total	5	58	22	48	133

Reports Due by College Chart

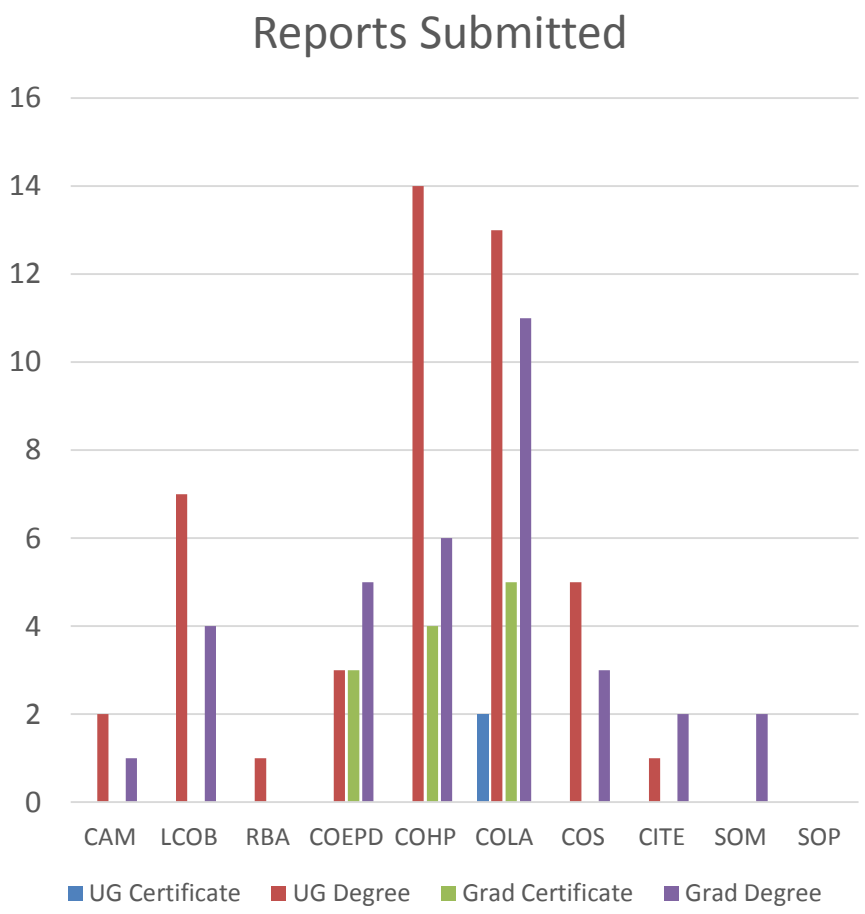


Reports Submitted

Reports Submitted by College

College	UG Certif	UG Degree	Grad Certif	Grad Degree	Total
CAM	0	2	0	1	3
LCOB	0	7	0	4	11
RBA	0	1	0	0	1
COEPD	0	3	3	5	11
COHP	0	14	4	6	24
COLA	2	13	5	11	31
COS	0	5	0	3	8
CITE	0	1	0	2	3
SOM	0	0	0	2	2
SOP	0	0	0	0	0
Total	2	46	12	34	94

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)

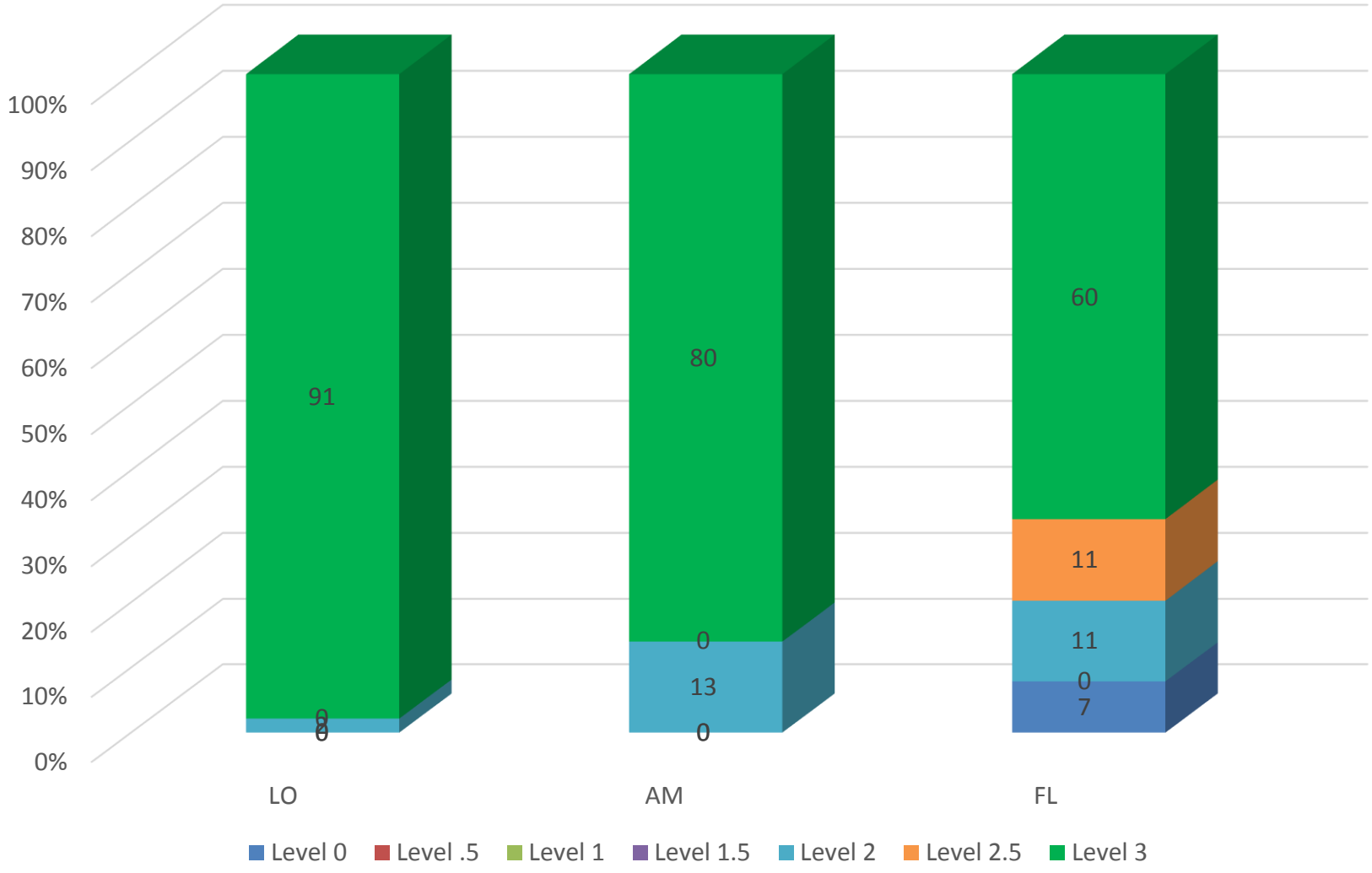
- Student Learning Outcomes (*M* = 2.978; *SD* = 0.146; *skewness* = -6.71; *n* = 93)

- Assessment Measures (*M* = 2.86; *SD* = 0.349 *skewness* = -2.11; *n* = 93)

- Feedback Loop (*M* = 2.579; *SD* = 0.832;

  skewness = -2.37; *n* = 89 [four certificate programs had no students])

Program Assessment Results



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

Red Text entered in 2016; green text entered in 2017

- 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. – This will be a topic for discussion during academic year 2017-2018.

- The assessment committee will continue to review degree and certificate program assessment reports in the fall of each academic year. This practice continues. 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. All programs that submitted reports by fall 2016 received feedback in April 2017.

- The Assessment Committee will review the rubric for currency. – The Assessment Committee reviewed the rubric and made changes in fall 2015. No updates were made in academic year 2016-2017.

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Core Curriculum Review

April 2017

Go to

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

to read full report

Summary of Final Recommendations (based on Assessment Results and Questions Posed)

1. **Further scrutiny of BDP outcomes** using feedback from faculty teaching core courses and **further refinement of assessment rubrics** (already begun). Responsible units are Assessment Office, University Assessment Committee, and Summer Assessment Workgroup.
2. **Further work with faculty to align assignments to BDP outcomes**. Responsible units are Assessment Office and Center for Teaching and Learning.
3. **Further work with deans, chairs, and faculty on CT course alignments**. Responsible units are Assessment Office and Center for Teaching and Learning.
4. **Work with appropriate deans and chairs to develop a workable assessment plan for Core II courses**. Responsible unit is Assessment Office.
5. **Continued analysis of results of High Impact Practice (HIP) Learning Community and EDGE projects**. Responsible units are HIP Project Steering Committee and HLC Persistence Academy Steering Committee.
6. **Appointment of an individual to be responsible for maintaining dates CT, MC, and INT courses are approved by the General Education Council and date for five-year re-approvals**. Responsible unit is the Office of Academic Affairs.
7. **Implementation of a semi-annual assessment newsletter and annual assessment reports to the Faculty Senate**. Responsible unit is the Assessment Office.
8. **Align student capstone work to BDP outcomes.** Responsible units are the Assessment Office, deans, chairs, and capstone instructors.
9. **Identify core curriculum faculty and/or degree program faculty interested in participating in a pilot project to plan for students to develop signature work products that span more than one course. Possible themes for signature projects will be *service learning*, *research* or *creative*** projects. Responsible units are the Office of Academic Affairs (Assessment and Teaching and Learning), the Office of Student Affairs, and Housing and Residence Life.
10. **Identify degree programs interested in participating in a pilot project in which students select signature work products (that align to BDP outcomes) to be placed into an electronic portfolio.** Responsible unit is the Office of Assessment.

Faculty Senate Recommendation

ACADEMIC PLANNING COMMITTEE RECOMMENDATION

SR-16-17-xx

Recommends that the following program be continued at its current level of activity:

Marshall University's Undergraduate Core Curriculum

RATIONALE

The Academic Planning Committee has reviewed the Core Curriculum Program Review document produced by a Steering Committee of 21 faculty and staff members. Collectively, the faculty and staff members on the Core Curriculum Program Review Steering Committee represent the following campus constituencies (in many cases individuals represent more than one constituency); College of Liberal Arts (Departments of English, Communication Studies, Political Science, Sociology and Anthropology, and Psychology), University Libraries and Online Learning, College of Science (Department of Criminal Justice & Criminology), Honors College, College of Arts and Media (School of Journalism and Mass Communications) Center for Teaching and Learning (Faculty Development, Writing across the Curriculum, Service Learning), First Year Seminar, Academic Affairs, Institutional Research and Planning, Assessment, General Education Council, University Assessment Committee, Board of Governors, Summer Assessment Workgroup, former Core-Foundations Faculty Senate Ad-Hoc Committee. The Academic Planning Committee reviewers made several requests for clarification, which were addressed in the Core Curriculum Review's Final Draft. The reviewers stated that the review was comprehensive, identified areas in need of improvement, and made reasonable recommendations. The Core Curriculum Program Review Steering Committee and the Academic Planning Committee encourage members of the Faculty Senate (and the University Community) to review the document, which is posted on the Academic Affairs website under "key links." It is entitled, "Core Curriculum Program Review."

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

Academic Year 2016 – 2017

Executive Summary:

CLA+ Population/Sample Comparisons

Freshmen
(sample = 99; population = 1,829)

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

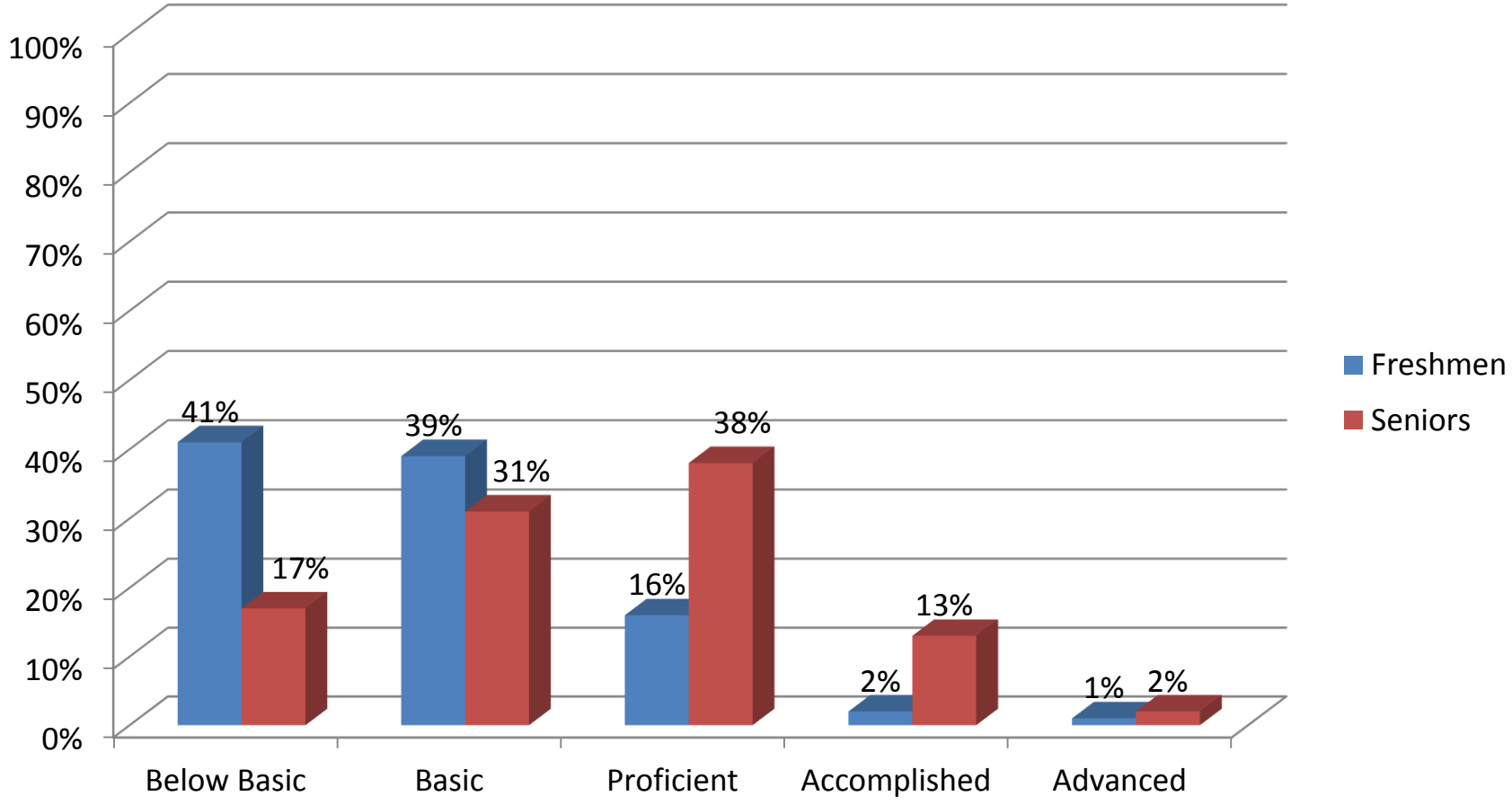
Seniors
(sample = 96; population = 1,452)

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 51% in spring 2016, 53% in spring 2015, and 57% in spring 2014) and 19% of freshmen (as compared to 14% in fall 2015, 26% in fall 2014, and 28% in fall 2013) scored at the proficient, accomplished, or advanced levels

Marshall's Mean Performance Levels were *basic* for freshmen and for seniors during academic year 2016-2016.



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.

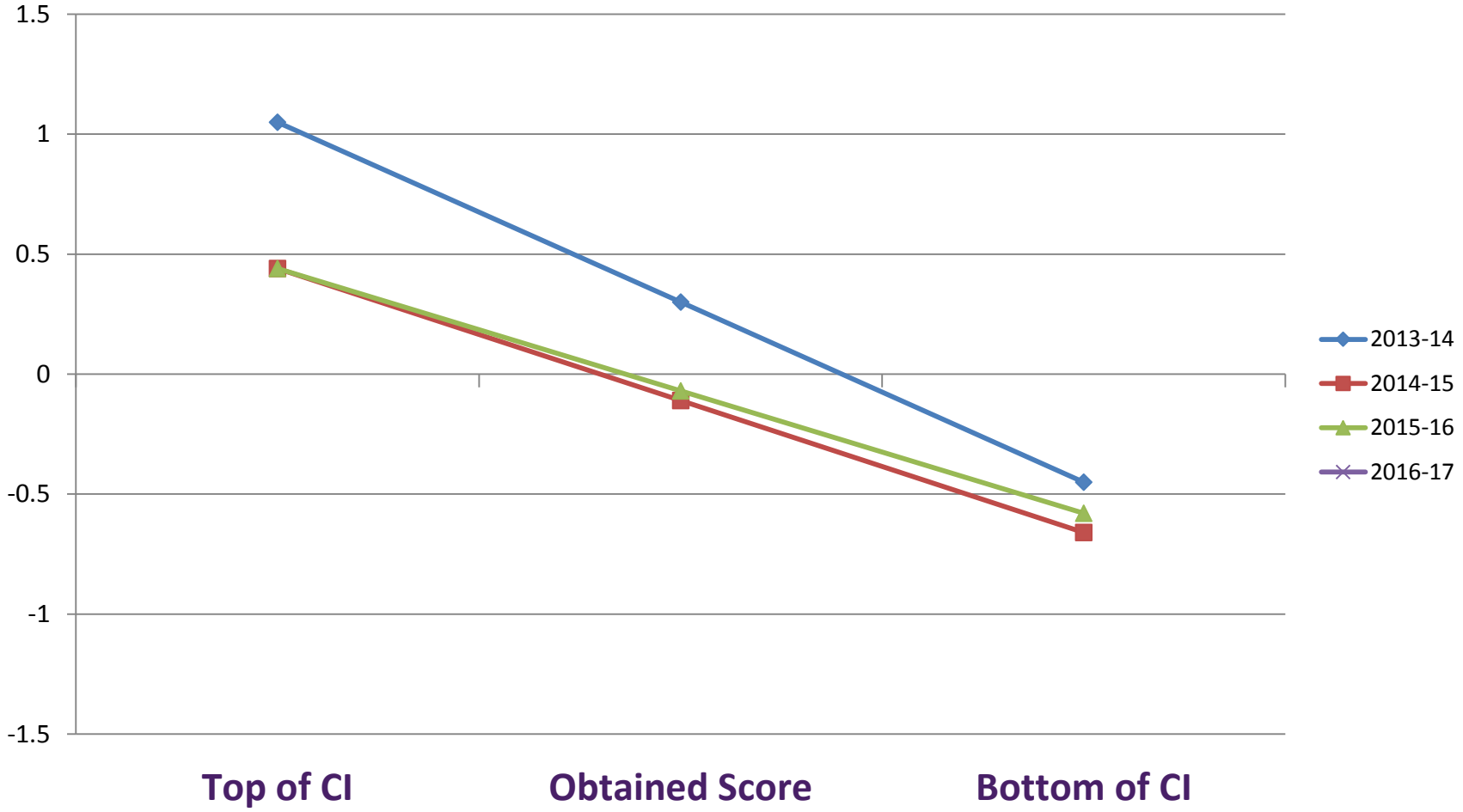
CLA+ Value-Added Results:
Comparisons of Academic Years
2013-2014, 2014-2015, and 2015-2016

	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		

CLA+ Value-Added Results:
Comparisons of Academic Years
2016-2017

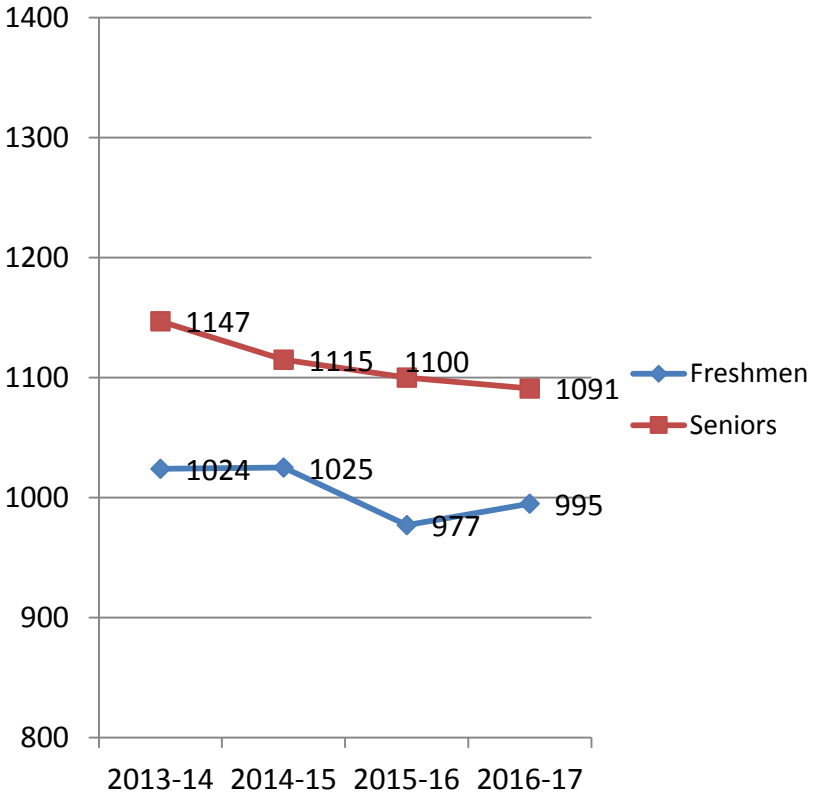
	2016-2017																	
Class	Freshmen		Seniors		Value-Added		Freshmen		Seniors		Value-Added		Freshmen		Seniors		Value-Added	
Sample Size	99		96															
	OS	%ile	OS	%ile	*Z*	%ile	OS	%ile	OS	%ile	*Z*	%ile	OS	%ile	OS	%ile	*Z*	%ile
CLA+ Composite	995	33	1091	25	-0.37	35												
CLA Perform Task	991	34	1055	20	-0.78	15												
CLA Selected Response	999	34	1126	39	+0.21	57												
Entering Academic Ability (on SAT Scale)	997	41	1078	58														

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"
Please note that confidence intervals were not reported for the 2016-2017 administration.

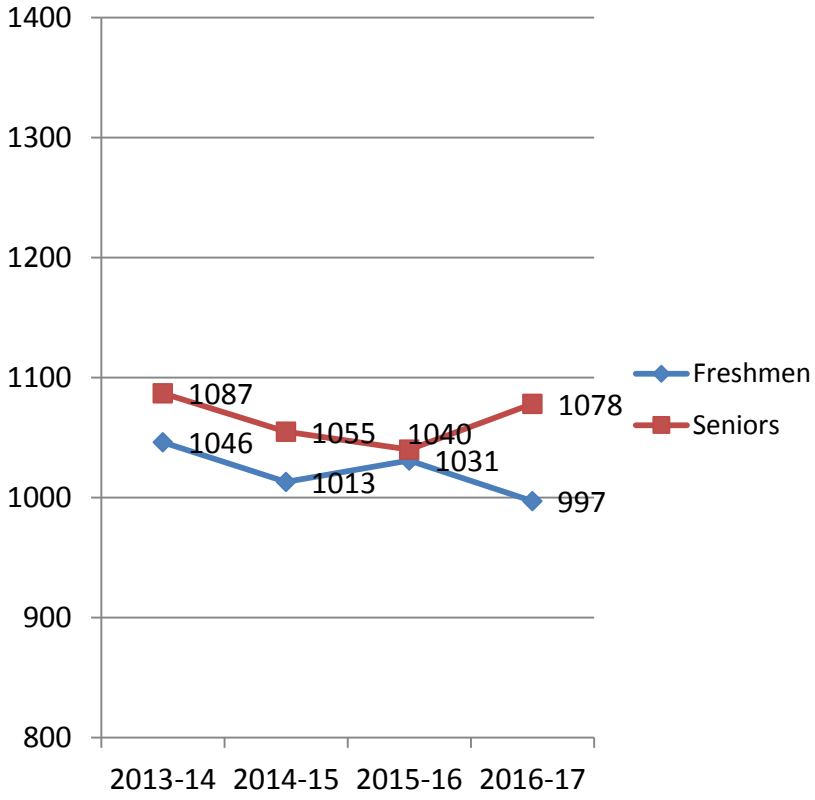


Marshall University's *CLA+* Performance among Freshmen and Seniors
Academic Years 2013-14, 2014-15, and 2015-16

CLA Scores



Entering Academic Ability



CLA+ Rubric Score Analysis

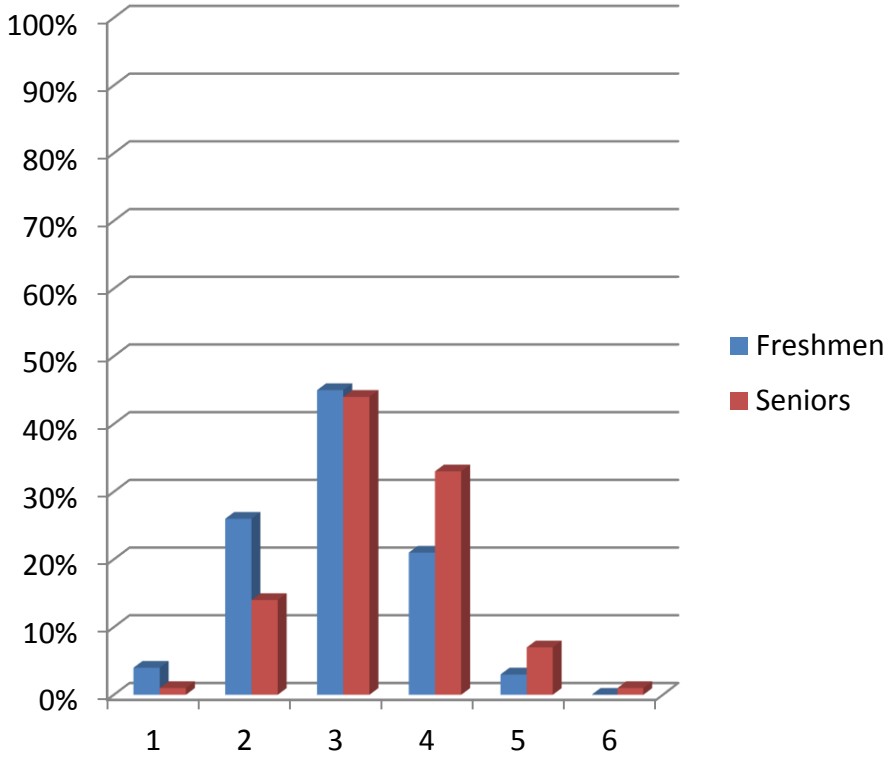
Six-Point Scale Used for Individual Score Analysis

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

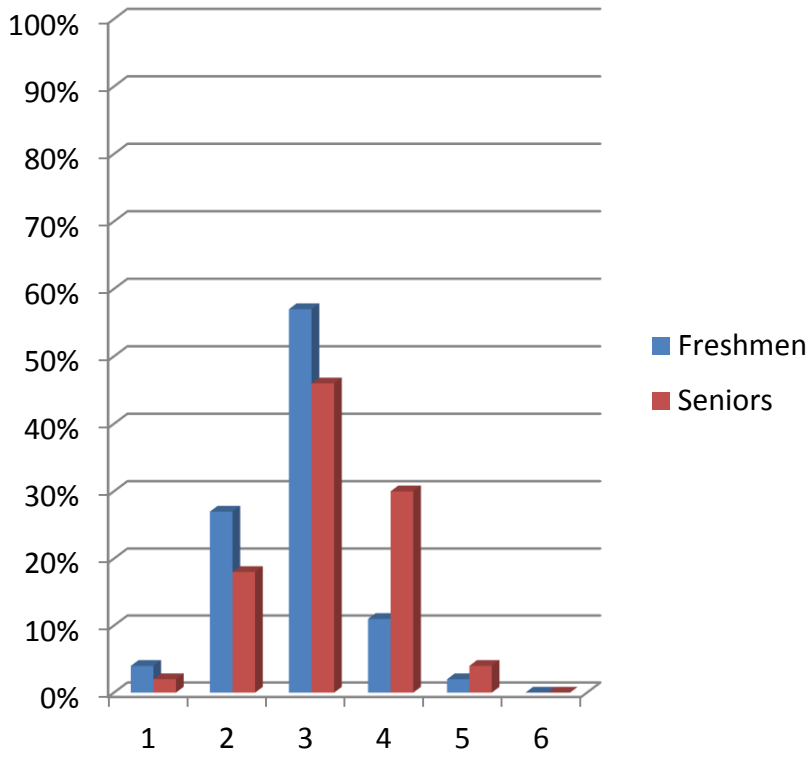
CAE | 215 Lexington Avenue, Floor 16, New York, NY 10016 | (212) 217-0700 | clateam@cae.org | cae.org

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

Analysis and Problem-Solving: 2013-2014

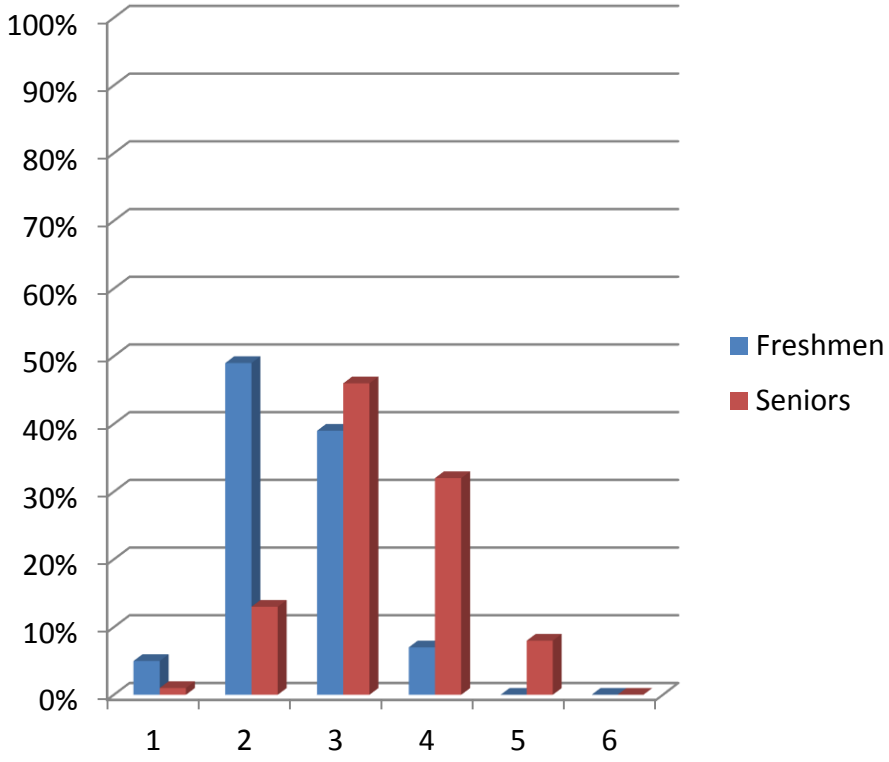


Analysis and Problem-Solving: 2014-2015

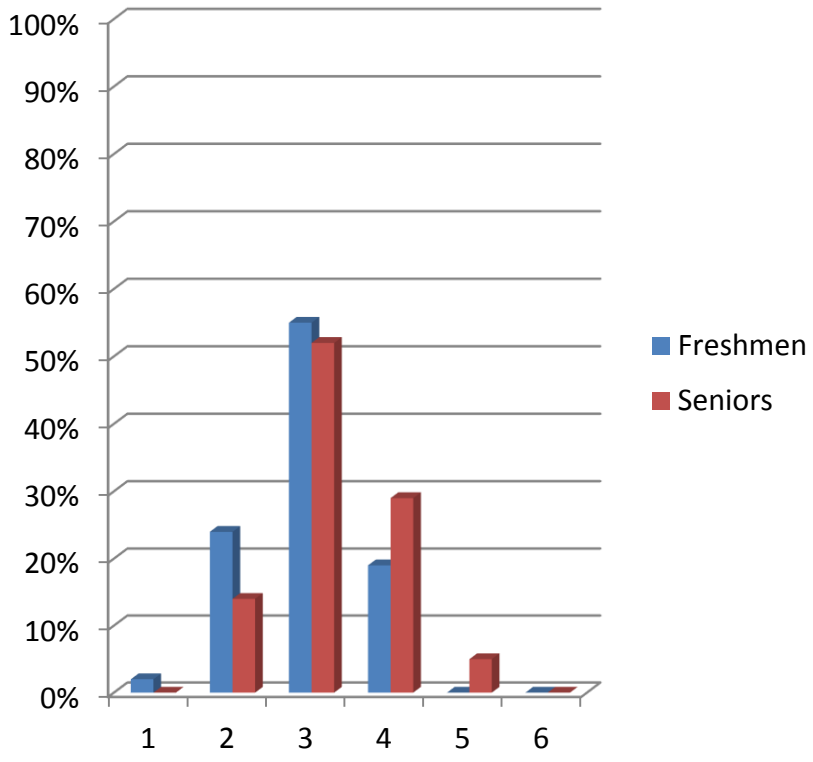


CLA+ Rubric Results (Categorical): Performance Task (Numbers in the graphs are %ages)

Analysis and Problem-Solving: 2015-2016

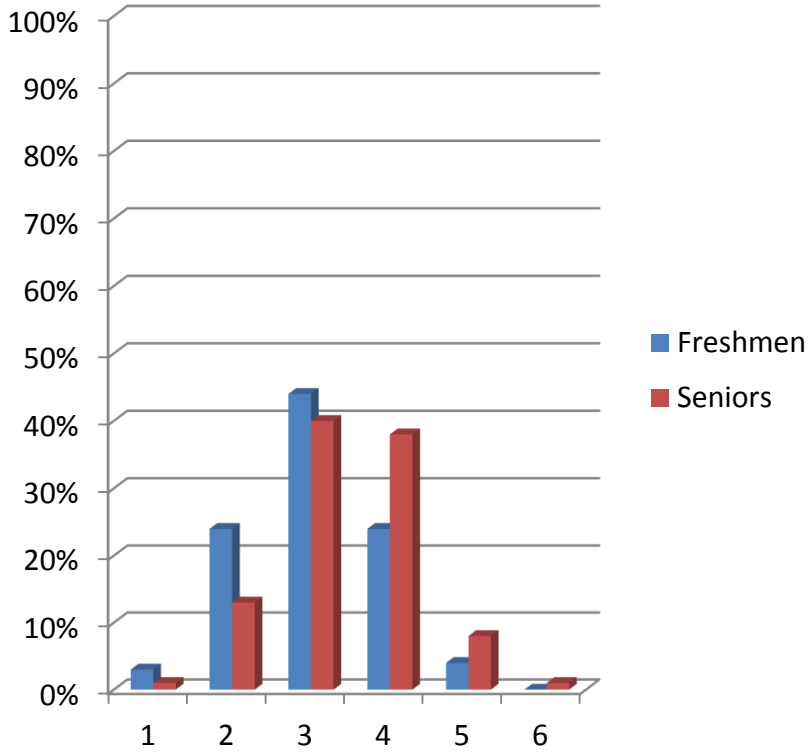


Analysis and Problem-Solving: 2016-2017

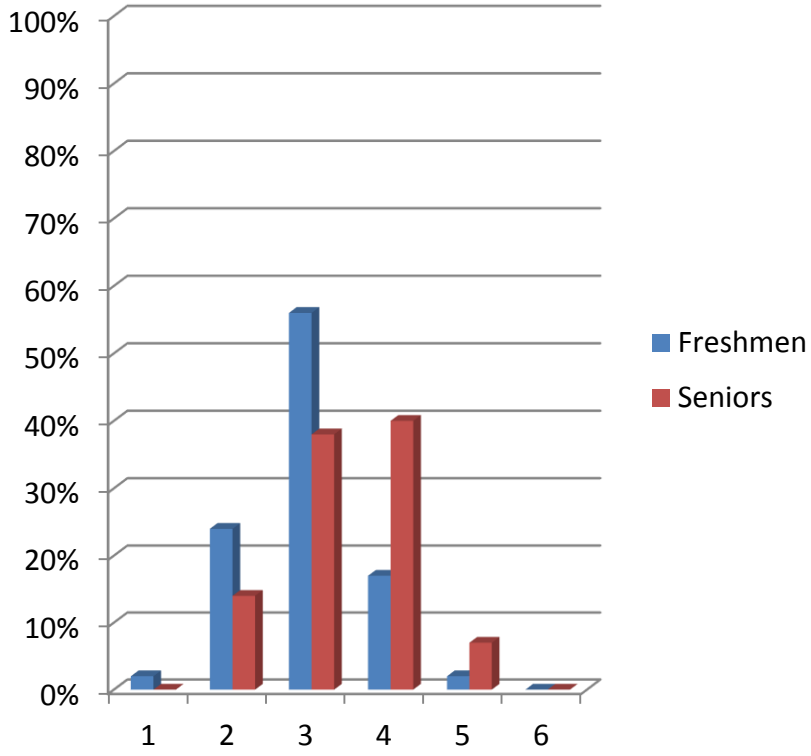


CLA+ Rubric Results (Categorical): Performance Task (Numbers in the graphs are %ages)

Writing Effectiveness: 2013-2014

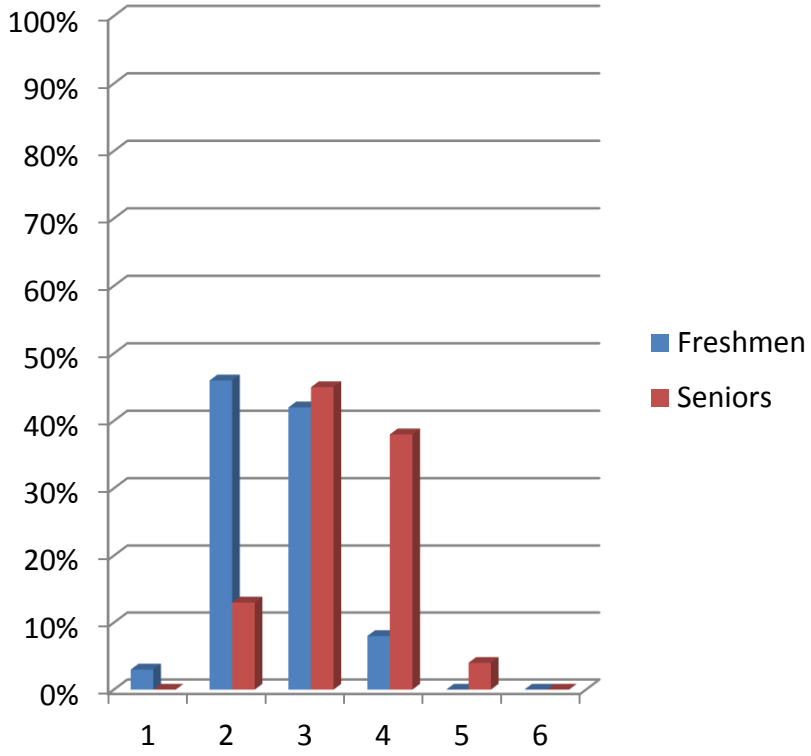


Writing Effectiveness: 2014-2015

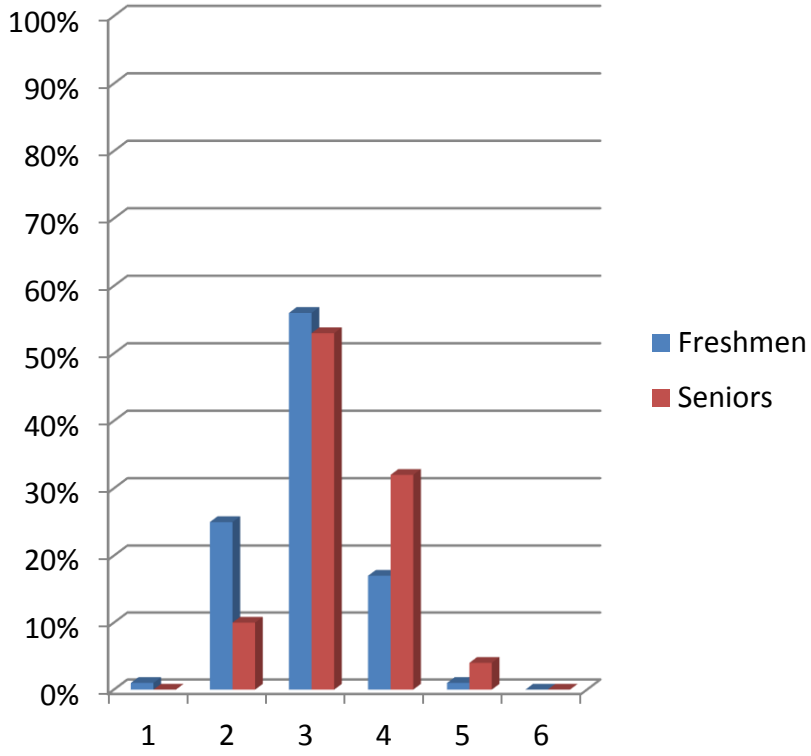


CLA+ Rubric Results (Categorical): Performance Task (Numbers in the graphs are %ages)

Writing Effectiveness: 2015-2016

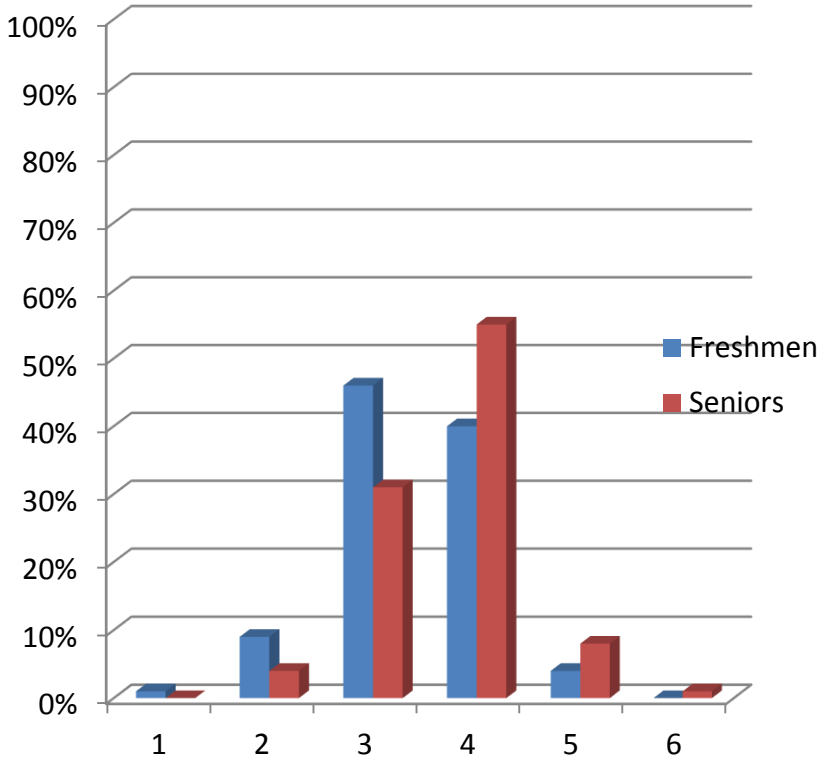


Writing Effectiveness: 2016-2017

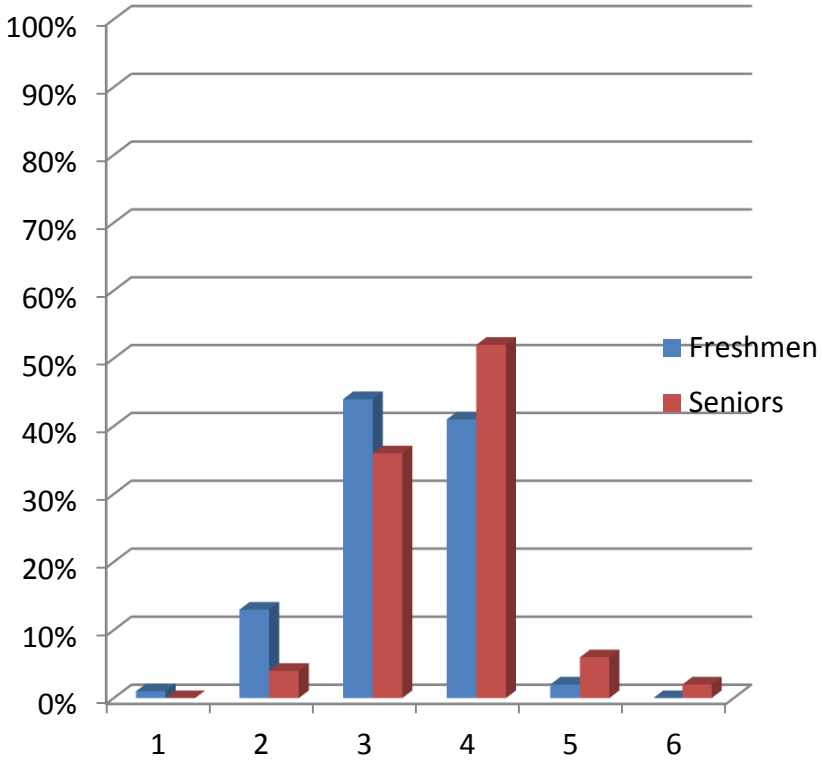


CLA+ Rubric Results (Categorical): Performance Task (Numbers in the graphs are %ages)

Writing Mechanics: 2013-2014

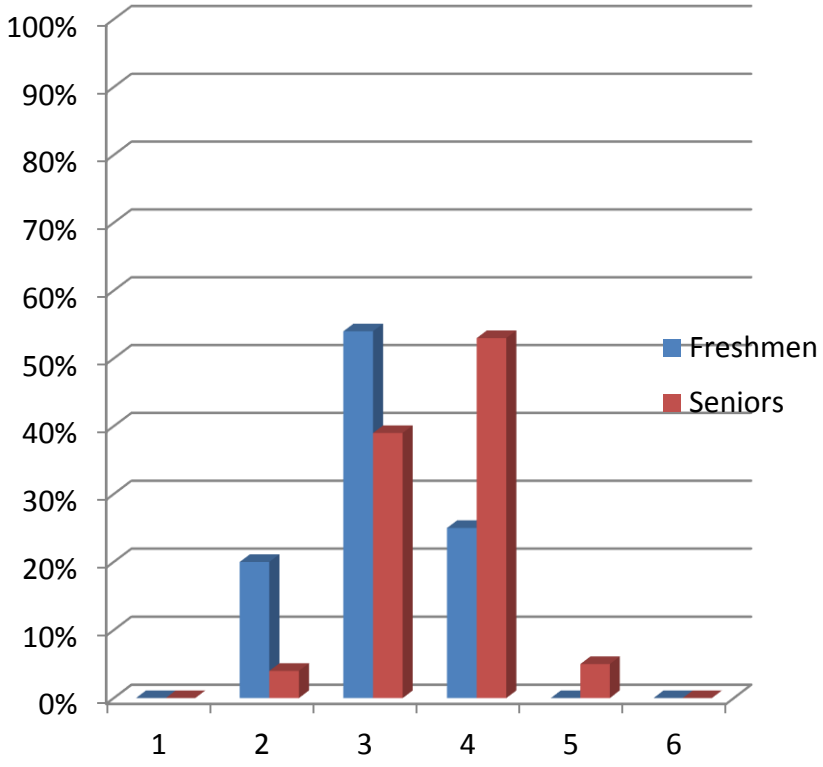


Writing Mechanics: 2014-2015

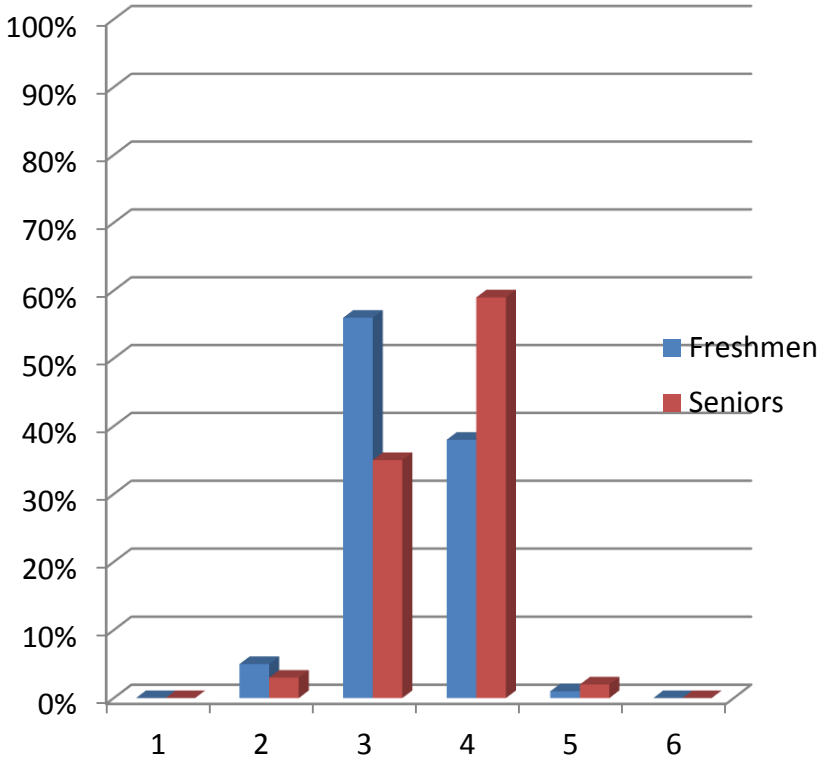


CLA+ Rubric Results (Categorical): Performance Task (Numbers in the graphs are %ages)

Writing Mechanics: 2015-2016



Writing Mechanics: 2016-2017



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 near 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. This finding also remained consistent in academic year 2016-2017 with 48% of seniors testing at these levels. And, Marshall's senior mean score in spring 2017 was at the *basic* level.

- 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.

- Over a four year period (2013-14 through 2016-17) 407 freshmen and 346 seniors completed the *CLA+.* Of these students 17% of freshmen and 37% of seniors scored at level 4 or higher on *Analysis and Problem-Solving*, 20% of freshmen and 42% of seniors scored at this level on *Writing Effectiveness*, and 40% of freshmen and 60% of seniors scored at this level on *Writing Mechanics*. On average, results show a 20% increase in the number of students scoring level 4 or above between freshman and senior year. At both entrance to the University and at the time of graduation, *Writing Mechanics* is our students' strongest skill, with *Analysis and Problem solving* the weakest at both entrance and graduation.

- 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. Additional discussions will continue during academic year 2017-2018.

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General Education Assessment
Summer 2017

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 2016 – 2017

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 and Tim Melvin (Office of Assessment), and Doug Nichols (Academic Affairs Technical Support).

Executive Summary

Background

Recommendations from 2016 Assessment Workgroup (with current status in red)

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. This practice was not implemented last summer, primarily because of the short turn-around time between the end of the summer 2016 assessment and preparation for August 2016 freshman baseline assessments. Later, we were advised that there had been problems in FYS using check sheets; that information was more accurate when students explained their rationales for each answer.

Recommendations regarding FYS Exams

1. The Assessment Workgroup continued 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 ranged in length from 75 pages for the *Concealed Weapons Scenario* to 16 for the *Influenza Scenario*. That said, the page count was not a perfect predictor of difficulty because the density of print per page varied 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 recommended 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. The length of the documents for each scenario continued to vary somewhat (from 93 pages for Campus Speech to 17 Pages for Soda Ban) among those used in 2016-2017. However, our analysis for the 2016-2017 results showed no significant correlations between scenario page length and student performance on any trait except *Recommendations* and that correlation, although negative, was weak.

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. This change in ordering was implemented during academic year 2016-2017.
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. We are unsure of the status of this request.
4. Workgroup members reiterated that all scenarios should include a sample of the format in which the final recommendation should be written. We are unsure of the status of this request. However, further discussion among workgroup members in summer 2017 led to the conclusion that providing an explicit example was perhaps not necessary, or even desirable, as this would result in students simply copying the format.

Recommendations regarding Baseline/FYS/Senior Rubric

The Assessment Workgroup recommended re-examining the *Communication Style* trait of the rubric again next year before beginning assessments. – We normed the rubrics again this year, but did not change the wording of *communication style.*

Procedures for 2017 Assessment

General Procedures

In August 2016, 1,500 incoming freshmen at Marshall University completed baseline assessments (an additional 106 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 2017, 132 graduating seniors completed the same assessments (35 the Marshall assessment and 97 the *CLA+*). The 132 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 (3.3) than the senior population (3.1) and the sample included a higher proportion of female students than did the population. Freshmen completing

Marshall's mandatory First Year Seminar in Critical Thinking (FYS) completed assessments that were similar to those finished by incoming freshmen and graduating seniors.

In May 2017 a group of nine faculty representing several academic colleges from across the university evaluated a sample of Marshall's assessment artifacts using a rubric that allowed them to score each artifact 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 225 Marshall Freshman baseline assessments was drawn from the pool of 1,500 (15%) of the total number of assessments available. However, we note that one of these assessments had results for only one trait of the rubric (Information Literacy: *information* needed), reducing the scorable number of baseline assessments for the other seven traits to 224. Since only 35 seniors completed the Marshall senior exiting assessment, we included all in our analysis, giving us a total of 260 assessment artifacts in our sample.

One hundred seventy-two (172) of the 225 freshmen from our baseline sample (76%) completed FYS assessments. The reasons we had no FYS assessments from 53 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 (the instructor for seven of these students did not administer the FYS final exam to any students in the class); 8 were enrolled in, but did not receive credit for FYS; 18 were not enrolled in FYS during academic year 2016-2017; 2 completed FYS during summer 2016, so their scores could not be used as a "post baseline" measure; and 13 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 2.26 (*Inquiry-Based Thinking: recommendations and Communication Fluency: convention/format*) to a high of 2.76 (*Inquiry-Based Thinking: information needed*), 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 0.33 for *Inquiry-Based Thinking*: *recommendations* to a high of 0.68 for *Inquiry-Based Thinking: viewpoints*. We note that, for the past five 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.

In 2015 the workgroup discussed the two-pronged approach that Marshall uses to compare student performance in *Information Literacy*, *Inquiry-Based Thinking* (aka *Critical Thinking*), and *Communication Fluency* between freshman baseline and senior exiting assessments, namely that some students take the nationally standardized *Collegiate Learning Assessment (CLA+)*, while the rest take a similar assessment developed by Marshall University faculty. This process works well for freshmen 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. Mean senior performance on the *CLA+* for spring 2015 and 2016 was 1112 (n = 99) and 1100 (n = 108) respectively. Both of these mean scores placed Marshall's mean level of senior performance at the *proficient* level. However, Marshall's senior mean performance for spring 2017 was 1091 (n = 97), placing Marshall's mean level of senior performance at the *basic* level. Although the differences among the three mean scores for these years were not statistically significant, we are concerned about the gradual decline in our means and we are concerned that our seniors' overall mean for 2017 fell into the *basic* level of performance. We note that categorical levels of performance are *below basic, basic, proficient, accomplished,* and *advanced*. As with our university created assessments, these results strongly suggest a continued need to work to help our students improve their ability to analyze issues and problems, evaluate evidence that might help them to arrive at solutions or to make recommendations concerning issues, while being aware of their own assumptions and considering the potential consequence of proposed solutions and/or recommendations.

As noted above, there were 172 freshmen who completed (or partially completed) both a baseline assessment and an FYS final exam. However, the baseline partial completer completed only the *Information Literacy: information needed* section, whereas the partial completer from FYS completed all sections except the *Information Literacy: information needed* section. This resulted in paired sample comparisons for 171 matched pairs. For these students, *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 *Information Literacy: acknowledgment of sources*, for *Inquiry-Based Thinking: recommendations*, and for *Communication Fluency: development and convention/format*. We note that, for the past five years, the difference between the mean scores of FYS and baseline performance has averaged about three-tenths (.32) of a point (ranging from 0.01 to 1.29). Mean scores for FYS final exams have never exceeded 3.18 (*Communication Fluency*: cohesion – a trait that has since been revised) in 2013, with the average being about 2.45. This year's results showed that, for most traits, there were no significant differences in student performance between any pairs of scenarios. Exceptions to this overall pattern were significantly lower performance on *Campus Speech* than on *Music, Social Media* and *Soda Ban* and significantly lower performance on *Genetically Modified Foods (GMO)* than on *Music* and *Soda Ban* on the outcome *Inquiry-Based Thinking: evidence*. Performance was also significantly lower on *Campus Speech* than on *Music* and *Social Media* and significantly lower on *Open Carry* than on *Music* for the outcome *Inquiry-Based Thinking: viewpoints*.

Recommendations from the 2017 Assessment Workgroup

Recommendations regarding baseline and senior assessments

1. The Assessment Workgroup recommended that baseline and senior assessments include the rubric so that students have a better idea of how we are assessing their work.
2. The Assessment Workgroup also conducted a pilot in which they scored a very small sample of capstone project artifacts using the AAC&U's *Critical Thinking* and *Written Communication* Value rubrics. The group found these rubrics easy to use and their scoring resulted in very few scores of "not applicable" (N/A). Given this result and the difficulty we have experienced over the years in drawing truly representative samples of seniors to complete either the *CLA+* or Marshall's Senior Assessment, we recommend that staff from the Assessment Office encourage degree programs to use the Blackboard Assignment Module to align their senior capstone assignments with the AAC&U's *Critical Thinking* and *Written Communication* Value rubrics. These discussions can be incorporated into larger discussions regarding the process of creating assignments in Blackboard and aligning them to appropriate outcomes of Marshall's Baccalaureate Degree Profile (BDP), which we discuss in greater detail in the Blackboard Outcomes Assessment Report. This has the potential to allow us to evaluate a truly random sample of artifacts from multiple degree programs and apply validated rubrics to assess work that students complete as part of their degree programs.

Recommendations regarding Baseline/FYS/Senior Rubric

Based on interrater reliability results, the Assessment Workgroup recommends re-examining the *Communication Style* trait of the rubric again next year before beginning the 2018 assessment process.

Analysis of Artifacts from Marshall's Blackboard Outcomes Repository

Academic Year 2016 – 2017

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 and Tim Melvin (Office of Assessment), and Doug Nichols (Academic Affairs Blackboard Technical Support)

Executive Summary

Background

Recommendations from the 2016 Assessment Workgroup (with current status in red)

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 were asked to develop assignments that align to the outcomes as stated in Marshall University's Baccalaureate Degree Profile. In other words, we abandoned the former practice of asking instructors to indicate which performance level on the rubric they used when creating assignments. The reason for this decision was 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 in 2016 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 (The Center for Teaching and Learning incorporates the BDP outcomes (as written) in all faculty development sessions):
     - 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. This has not been accomplished.
- Ask the Center for Teaching and Learning to consider offering faculty development sessions focusing on alignment of assignments to Marshall University's outcomes. In the Center for Teaching and Learning's (CTL) FYS and CT workshops, faculty work on creating assignments that align to the BDP outcomes. To facilitate thoughtful assignment creation, faculty have two meetings, providing an evening to reflect on how best to design the assignments to make these alignments. Also, during academic year 2016-2017, the CTL's Hedrick Faculty Teaching Fellow led a faculty learning community that developed assignments that align to *Integrative Thinking*. These assignments were shared with faculty through a series of workshops in spring 2017.
- 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. The General Education Council updated its Critical Thinking Designator and Criteria for CT course forms. The CT Designator form asks faculty to "DESCRIBE THE STUDENT PROJECT THAT WILL BE SUBMITTED USING THE ASSIGNMENT MODULE IN BLACKBOARD (which replaced GEAR in academic year 2016-2017), IDENTIFY THE BACCALAUREATE DEGREE PROFILE OUTCOME/S IT ASSESSES….."
- 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. Although we ask that this be done, some instructors are not including assignment instructions. We saw a rise in this practice following transition from GEAR to Blackboard.
- 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. This session was offered at the August 2016 iPED Conference.

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. Due to time constraints, this was not done.

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

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

1. Faculty 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.

2. Faculty ask students to submit artifacts for the aligned assignment using the assignment module in Blackboard Learn. This allows the faculty member to assess the artifact for course grading purposes and the student and faculty member need do nothing else to support university assessment. For the latter purpose, Blackboard Outcomes makes a copy of the artifact (which does not include any instructor grading or comments, i.e. it is a *clean* copy) for later assessment.
3. As is the case with GEAR, when artifacts are randomly chosen for assessment in Blackboard Outcomes, course information is not available to assessors. We were mistaken about this – course (but not instructor) information is available to assessors. We will contact Blackboard to see if this information can be eliminated.

Blackboard Outcomes also presents challenges. These include:

1. Faculty align assignments to a university outcome and assessors use that outcome's rubric, which includes all of the outcome's traits. Because not all assignments align to every trait of the outcome, instructors have to indicate in their assignment instructions (and/or explicit explanation regarding alignment) the traits to which the assignment aligns. Some instructors did make their trait alignments explicit; others did not.

To help facilitate the transition from GEAR to Blackboard Outcomes, the following plans are in place.

1. Marshall's Baccalaureate Degree Profile outcomes will be entered into Blackboard. This was accomplished.
2. Several faculty teaching FYS, Anthropology, and Sociology courses during summer 2016 will create assignments and align them to University outcomes within Blackboard. They will use the Blackboard assignment tool and the Office of Assessment will set up artifact collection through Blackboard Outcomes. The Office of Assessment will test the Blackboard Outcomes assessment process at the end of the summer. This was partially done. The Office of Assessment did not conduct an assessment, but did monitor that the alignments and uploads were successfully made.
3. Fall 2016 will be a semester set aside to prepare faculty to begin using Blackboard as an artifact repository for assessment purposes. To facilitate this process, the following steps will be taken:
    - The Office of Assessment will administer a survey to all faculty teaching FYS, CT, WI, MC, INT, and SL courses. The survey will ask a series of questions that will allow us to divide the group into three cohorts (seasoned Blackboard users who routinely use the Blackboard assignment tool, Blackboard users who have not used the assignment tool, non-Blackboard users). This was accomplished.
    - After the survey has been completed, the Assessment Office will develop three online tutorials, one geared to each group of faculty identified above. We worked with the Office of Academic Affairs and the MU Online Design Center to accomplish this.
    - The Office of Assessment also will work with the Center for Teaching and Learning, the MU Design Center, and the Associate Vice President for Libraries and Online Learning to develop a schedule of training sessions for each cohort of faculty. The MU Online Learning Design Center worked with faculty to transition from GEAR to Blackboard.
3. During spring 2017, our hope is that all faculty teaching general education courses will begin to use Blackboard for assignment creation and student artifact collection. They will have access to the online tutorials and to training sessions as they did during the fall semester. An

online tutorial was created and staff from the MU-Online Design Center worked with faculty to align assignments to Marshall's BDP outcomes.

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 in Critical Thinking (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 2017 Assessment

General Procedures

In summer 2017 we evaluated student artifacts produced in response to course assignments aligned to *Creative Thinking*, *Inquiry-Based Thinking*, and *Quantitative Thinking* that were uploaded to Blackboard during academic year 2016-2017. In May 2017 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 12 artifacts (3 aligned to *Creative*, 6 to *Inquiry-Based,* and 3 to *Quantitative Thinking*) were not able to be opened or otherwise accessed by the reviewers for scoring. This reduced the number of usable artifacts to 312 (105 *Creative Thinking*, 102 *Inquiry-Based Thinking*, and 105 *Quantitative Thinking*). Reviewers further determined that 53 artifacts (24 *Creative Thinking*, 13 *Inquiry-Based Thinking*, and 16 *Quantitative Thinking*) were misaligned with all of the traits of the outcomes to which they had been tagged. This reduced the number of scorable artifacts to 259 (81 *Creative Thinking* and 89 each for *Inquiry-Based* and *Quantitative Thinking*). Each artifact was read by two independent reviewers (to arrive either at scores or to agreements of nonalignment for specific traits of each outcome). This project was coordinated by the Office of Assessment.

Scoring Procedures

Evaluators assessed each artifact using the following scale:

Special Scoring Codes	
Score	**Explanation**
N/A	In the opinion of the evaluator, the artifact was misaligned with the outcome/trait to which the instructor had tagged it.
Error	The student did not upload the correct assignment or there was a technical problem with the upload that prevented the artifact from being opened or 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

Two hundred forty-four (244; 75%) of the artifacts in our sample were drawn from courses at the 100/200 level, with the remaining 80 (25%) drawn from courses at the 300/400 level.

Results and Analysis

One challenge in reporting results of Blackboard assessment is that, although we assessed 324 artifacts (each of which was aligned to one BDP outcome), results were analyzed by each outcome trait. The total number of traits across the three outcomes was 11 (4 each for *Inquiry-Based* and *Quantitative Thinking*, and 3 for *Creative Thinking*). As mentioned previously, 12 artifacts were not able to be assessed due to upload or artifact file error, reducing the number of readable artifacts to 312. Of those, assessors agreed that 53 did not align to any trait of the outcome to which they were tagged. This left 259 scorable artifacts. However, not all of those artifacts aligned to <u>every</u> trait of the outcome to which it was tagged. A perusal of our supporting documentation shows that the artifacts evaluated by the Assessment Workgroup tagged to a total of 728 traits (206 for *Creative Thinking*, 288 for *Inquiry-Based Thinking*, and 234 for *Quantitative Thinking*), all of which were usable in calculating means. As can be seen in the chart below, the numbers were spread fairly evenly among the traits of *Creative Thinking*, fairly evenly for the traits of *Inquiry-Based Thinking* (although artifacts aligning to problem/question were fewer than those that aligned to the others); however, there were visible differences when considering the artifacts aligning to each of the traits of *Quantitative Thinking*, with few aligning to either *visual representation* or *statistics*.

Outcome	Trait	Total Traits Aligned
Creative Thinking	Ambiguities and Possibilities	69
	Risk Taking	62
	Synthesis and Innovation	75
Inquiry-Based Thinking	Problem/Question	62
	Research of Existing Knowledge	70
	Data Collection and Analysis	78
	Conclusions	78
Quantitative Thinking	Context	87
	Estimation	72
	Visual Representation	41
	Statistics	34
Totals		**728**

Creative Thinking means did not differ significantly based on course level for any trait. Students enrolled in courses at the 300/400 levels had significantly higher means for *Inquiry-Based Thinking* (*problem/question, data collection/analysis*, and *conclusions*) than did students enrolled in 100/200 level courses. Students enrolled in courses at the 300/400 levels had significantly higher means for *Quantitative Thinking* (*visual representation* and *statistics*) than did students enrolled in 100/200 level courses. However, we note that the number of *Quantitative Thinking* artifacts at the 300/400 level were small (only 8 for each of these traits).

Overall results showed mean performance for traits to range from 1.21 (*Quantitative Thinking*: *statistics*) to 2.0 (*Inquiry-Based Thinking: conclusions*). Mean performance for artifacts uploaded from 100/200 level courses ranged from 1.0 (*Quantitative Thinking*: *statistics*) to 1.92 (*Creative Thinking: risk taking*) and for 300/400 level courses from 1.6 (*Quantitative Thinking: estimation*) to 2.66 (*Inquiry-Based Thinking: conclusions*). Although there does not appear to be an overall strength for our students, their weakest performance was in *Quantitative Thinking* (*visual representation* and *statistics*). We note, however, that these two traits of *Quantitative Thinking* were the traits to which assignments least frequently aligned.

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 in Critical Thinking (FYS). Courses can have the other attributes (Critical Thinking [CT], Multicultural [MC], International [INT], Writing Intensive [WI], Service Learning [SL], and Core II) 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 INT and MC 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: *Creative Thinking, Inquiry-Based Thinking,* and *Quantitative Thinking.* All CT courses are at the 100/200 level. Results are below:

Creative Thinking			**Inquiry-Based Thinking**			**Quantitative Thinking**		
Trait	Number	Mean Score	**Trait**	Number	Mean Score	**Trait**	Number	Mean Score
Ambiguities and Possibilities	14	1.36	**Problem/Question**	15	1.7	**Context**	72	1.49
Risk Taking	14	2.07	**Research of Existing Knowledge**	22	1.25	**Estimation**	60	1.43
Synthesis and Innovation	17	1.35	**Data Collection and Analysis**	29	1.76	**Visual Representation**	33	1.06
			Conclusions	28	1.88	**Statistics**	26	1.0

These results must be interpreted with caution; however, overall means were 1.67 for *Inquiry-Based Thinking*, 1.58 for *Creative Thinking*, and *1.33* for *Quantitative Thinking.*

Core II Courses

Core II courses in the assessment sample included those that aligned to each of the outcomes assessed: *Creative Thinking, Inquiry-Based Thinking,* and *Quantitative Thinking.* All Core II courses are at the 100/200 level. Results are below:

Creative Thinking			**Inquiry-Based Thinking**			**Quantitative Thinking**		
Trait	Number	Mean Score	**Trait**	Number	Mean Score	**Trait**	Number	Mean Score
Ambiguities and Possibilities	22	1.64	**Problem/Question**	15	1.67	**Context**	63	1.45
Risk Taking	18	2.33	**Research of Existing Knowledge**	24	1.44	**Estimation**	54	1.37
Synthesis and Innovation	25	1.98	**Data Collection and Analysis**	22	1.73	**Visual Representation**	28	1.04
			Conclusions	22	1.93	**Statistics**	21	0.83

These results must be interpreted with caution; however, overall means were 1.96 for *Creative Thinking*, 1.69 for *Inquiry-Based Thinking*, and 1.28 for *Quantitative Thinking.*

First Year Seminar in Critical Thinking (FYS) Courses

FYS courses in the assessment sample included those that aligned to each of the outcomes assessed: *Creative Thinking, Inquiry-Based Thinking,* and *Quantitative Thinking.* FYS is, by definition, at the 100 level. Results are below:

Creative Thinking			**Inquiry-Based Thinking**			**Quantitative Thinking**		
Trait	Number	Mean Score	**Trait**	Number	Mean Score	**Trait**	Number	Mean Score
Ambiguities and Possibilities	8	1.44	**Problem/Question**	22	1.34	**Context**	N/A	N/A
Risk Taking	7	1.36	**Research of Existing Knowledge**	22	1.41	**Estimation**	N/A	N/A
Synthesis and Innovation	8	0.88	**Data Collection and Analysis**	23	1.39	**Visual Representation**	N/A	N/A
			Conclusions	22	1.46	**Statistics**	N/A	N/A

These results must be interpreted with caution; however, overall means were 1.4 for *Inquiry-Based Thinking*, 1.22 for *Creative Thinking*, and there were no FYS artifacts aligned to *Quantitative Thinking*. We note that neither *Quantitative* nor *Creative Thinking* are course outcomes for FYS.

Writing Intensive (WI) Courses

WI courses in the assessment sample aligned to all outcomes assessed: *Creative Thinking, Inquiry-Based Thinking,* and *Quantitative Thinking.* Results are given below by course level for *Creative Thinking*:

Trait	**Course Level**	**Number**	**Mean Score**
Ambiguities and Possibilities	100/200	19	1.47
	300/400	26	1.77
Risk Taking	100/200	19	2.03
	300/400	24	1.69
Synthesis and Innovation	100/200	23	1.65
	300/400	28	1.65

These results must be interpreted with caution; however, overall means were 1.71 for *Creative Thinking* (100/200 level) and 1.7 (300/400 level). Overall performance on this outcome was the same regardless of course level.

WI results are given below by course level for *Inquiry-Based Thinking*:

Trait	Course Level	Number	Mean Score
Problem/Question	100/200	9	1.67
	300/400	16	2.34
Research of Existing Knowledge	100/200	11	1.18
	300/400	15	2.03
Data Collection and Analysis	100/200	10	1.8
	300/400	16	2.34
Conclusions	100/200	9	2.0
	300/400	17	2.68

These results must be interpreted with caution; however, overall means were 1.64 for *Inquiry-Based Thinking* (100/200 level) and 2.36 (300/400 level). Overall performance on this outcome was higher for 300/400 than for 100/200 level courses.

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

Trait	Course Level	Number	Mean Score
Context	100/200	14	1.39
	300/400	10	1.75
Estimation	100/200	13	1.31
	300/400	8	1.5
Visual Representation	100/200	11	1.05
	300/400	6	2.0
Statistics	100/200	11	0.77
	300/400	6	1.75

These results must be interpreted with caution; however, overall means were 1.15 for *Quantitative Thinking* (100/200 level) and 1.73 (300/400 level). We note that there were fewer artifacts from 300/400 than from 100/200 level courses.

Conclusion

The highest overall mean score was 1.77 for *Inquiry-Based* Thinking. This outcome also showed the largest growth in student performance between 100/200 and 300/400 level courses, with an overall mean of 1.57 for 100/200 level courses as compared to 2.3 for 300/400 level courses. As noted earlier, mean differences for three traits of *Inquiry-Based Thinking* (*problem/question, data collection and analysis, and conclusions) were significantly higher for 300/400 than for 100/200 level courses.* Even when statistical significance was not achieved, results showed that overall means trended in a higher direction for 300/400 as compared to 100/200 level courses for all outcomes (1.65 for 100/200 as

compared to 1.7 for 300/400 for *Creative Thinking* and 1.35 100/200 as compared to 1.82 for 300/400 for Quantitative Thinking. Traits aligned to least frequently were the *visual representation* and *statistics* traits of *Quantitative Thinking*.

Recommendations from the 2017 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 were asked to develop assignments that aligned to the outcomes as stated in Marshall University's Baccalaureate Degree Profile (BDP). We abandoned the former practice of asking instructors to indicate which performance level on the rubric they used when creating assignments. The Assessment Workgroup began the process of redeveloping rubrics for each of the BDP outcomes so that performance levels now specify *how well* each student demonstrates mastery of the university's *outcomes*, not whether the student achieves progressively more complex outcomes. Outlined below are concerns and recommendations from the Assessment Workgroup.

The transition from our former General Education Assessment Repository to Blackboard for purposes of assessment is off to a good start; however, the Summer Assessment Workgroup made the following recommendations to improve faculty understanding of this process.

1. Staff from the Assessment Office and the MU Online Design Center should schedule meetings with small groups of faculty to discuss, demonstrate, and answer questions about the process of creating assignments in Blackboard's Assignment Module, aligning those assignments to one (or more) of Marshall's BDP outcomes, and having students submit their assignment artifacts using the Blackboard Assignment Module. The Workgroup recommended that this process begin with the staff requesting to be on the schedule of a Chairs' meeting and then following this up with visits to the faculty in as many departments as possible.
2. In meetings with faculty, Assessment and Design Center staff should emphasize the importance of the inclusion of assignment instructions in Blackboard that explain in some detail how the assignment addresses the BDP outcome to which the faculty member aligned it. If the assignment is meant to address some (but not all) traits of the outcome, the assignment instructions should include the traits that are addressed.
3. All assignment artifacts that students submit to the Blackboard assignment module for purposes of assessing Marshall's BDP should include *process statements* (aka reflection papers). In other words, each student should describe the *process* s/he used to complete the assignment. This reflection on the process should clearly explain how the assignment helped the student achieve the BDP outcome to which the assignment was aligned.

Recommendations Concerning the Blackboard Outcomes Assessment Tool

The following items are issues that we will ask Blackboard to address; however, we understand that Blackboard is a large company with many clients and must prioritize improvements to the product. So, while we are hopeful that many of our concerns will be addressed, we realize that addressing them all may take some time.

1. During our assessment cycle, each assessor's artifact queue disappeared upon completion of scoring. This was problematic when score disagreements between the two raters needed discussion.
2. We use an assessment process where each artifact is reviewed by two independent reviewers. The random reviewer assignment process that Blackboard uses is too simplistic. We had a total of nine reviewers and each of the nine reviewers had only two review partners for the Blackboard artifact reviews, whereas for the non-Blackboard part of our assessment process, we were able to pair each of our nine reviewers with each of the other eight people on the Assessment team.
3. Blackboard does not accommodate a third reader for those artifacts for which the original two readers cannot agree on a final score. We had to complete the third reader process this year outside of the Blackboard platform.
4. One of our team members noted that, in Blackboard Learn, course instructors can evaluate student work by having an artifact and rubric next to each other on the computer screen. This was not possible for assessors using Blackboard Outcomes.
5. Course names were visible to assessors. We would prefer that course information not be visible to assessors.
6. Artifacts did not have unique identifiers in the data download. Rather, each student had an anonymized identifier. Unfortunately, in one project, we had several students who had more than one assignment artifact in our assessment pool. While we were able to make sure we coded each assignment correctly, it took some time and checking to do this.
7. Some of the comment columns contained an excessive amount of HTML code, making the comments almost impossible to read.
8. We had several other technical questions which we will send to Blackboard.

Recommendations Concerning the Potential Use of Value Rubrics Developed by the American Association of Colleges and Universities (AAC&U)

There was discussion about the potential benefits of using rubrics created and validated by the American Association of Colleges and Universities (AAC&). These AAC&U Value Rubrics have been tested and used widely throughout the United States. The Assessment Workgroup conducted a pilot in which they scored a very small sample of capstone project artifacts using the AAC&U's *Critical Thinking* and *Written Communication* Value rubrics. The group found these rubrics easy to use and their scoring resulted in very few scores of N/A. The Workgroup decided to extend this pilot project to next year's assessment. The pilot will work as outlined below.

1. Course instructors will continue to create assignments using the Assignment Module in Blackboard. Instructors will align the assignment to the appropriate BDP outcome (or outcomes). Students will submit assignment artifacts using the Blackboard Assignment Module.

2. Prior to time for the Summer Assessment Workgroup to begin its work in May 2018, we will again create collections for artifacts aligned to the same outcomes we assessed in May 2017 (*Creative, Inquiry-Based*, and *Quantitative Thinking*).
3. In May/June 2018, assessors will score each artifact with two rubrics as follows – *Creative Thinking* (Marshall's *Creative Thinking* rubric and the AAC&U *Creative Thinking* Value Rubric); *Inquiry-Based Thinking* (Marshall's *Inquiry-Based Thinking* rubric and the AAC&U *Critical Thinking* Value Rubric); *Quantitative Thinking* (Marshall's Quantitative Thinking rubric and the AAC&U's *Quantitative Literacy* Value Rubric). This procedure will help us to address the following issues that emerged during our discussions:
    - There was concern that, in an effort to create an outcome for *Creative Thinking* that would include all disciplines, we may have made it more difficult for programs in the traditional fine arts disciplines to create assignments that align to Marshall's outcome and rubric. Although the three traits of Marshall's *Creative Thinking* rubric had similar numbers of usable scores, we noted that more artifacts were judged not to align with the outcome at all than was the case for the other two outcomes we assessed this year.
    - For *Inquiry-Based Thinking*, there is a concern that Marshall's outcome and rubric are geared too specifically to traditional scientific fields and are not as applicable as they should be to assignments from fields in the liberal, visual, and performing arts. We believe that the AAC&U's *Critical Thinking* Value Rubric may be more applicable to all fields of study.
    - For *Quantitative Thinking*, there was concern that very few assignment artifacts aligned to two of Marshall's outcome traits (visual representation and statistics). There is a greater difference between Marshall's *Quantitative Thinking* rubric and the AAC&U's *Quantitative Literacy* Value Rubric than between the other Marshall and AAC&U cognates and using both rubrics in next year's assessment has the potential to help us determine which works better for our instructors and students.

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Core II Assessment: Oral Communication

2016-2017

Discussion and Action Plan

Please see

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

for full report.

Discussion

Assessment is the *sine qua non* of effectively administering a general education course. With 30+ sections across a semester being taught by 20+ instructors of varying expertise level, the efficacy of *CMM 103: Fundamentals of Speech Communication* could be called into question. Aggregating and examining data ensures we are delivering the course in a consistent and effective manner. Moreover, it would be impossible to identify what is working well in the course and what needs improvement without conducting frequent and rigorous assessment.

Last year's assessment demonstrated that the course was overall meeting the baseline goals for the oral communication requirement. The revision of major assignments and the increase in instructor training were maintained. The same standards for assessment established last year were continued this past academic year. The assessment team was rigorous in their assessment of the persuasive speeches. Conservative estimations for hitting the desired benchmarks and identifying areas of needed improvement were genuinely preferred.

Results of this year's assessment 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.

Last year's assessment highlighted some areas for improvement, especially in extemporaneous delivery. Steps were taken over the past year to incorporate more delivery-focused classroom instruction and more training for instructors on how to teach delivery skills. Moreover, students were required to use only notecards when presenting their speeches. The overall improved scores on delivery demonstrate that these efforts had some effect; however, they seem to come at the consequence of lowered scores in organizational patterns. Upon reflection, this seems like a natural consequence—students have fewer delivery notes and therefore have to rely more on memory and preparation to present an organized speech.

In Fall 2016, the course adopted a new textbook and online platform. All sections now use *Public Speaking: The Evolving Art* by Stephanie Coopman and James Lull. This textbook was chosen after an extensive review of public speaking textbooks for is balance of traditional public speaking instruction and innovative variations on core themes of oral communication. The textbook is arguably 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. For the 2016-2017 academic year, the textbook was accompanied by Cengage's Mindtap online platform. After one year of use, we decided that the online platform that accompanies the textbook was not worth the cost to students. It had a variety of technical issues and did not add significant value to the course. We will continue to use the textbook and have created a new addition of a hard copy workbook we believe will add more

value to the course. We believe the change in textbook directly influenced this year's assessment scores in a myriad of ways.

Topic selection, a major issue in previous years, was the highest scoring dimension this year. A change was made in the course two years ago 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. Instructors had a really clear idea this year of how to direct students in topic selection and that was likely the most significant contributor to this improvement.

The appropriateness of information is often influenced by topic selection. Therefore, appropriate topic selection improves the quality of information provided in the speech. Additionally, the requirement of five oral citations in the persuasive speech has 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 requires a significant amount of course instruction time, the inclusion of oral citations from high-credibility sources significantly improves the quality of the speeches. That said, there is still plenty of room for improvement on this dimension.

Verbal dimensions associated with delivery were all satisfactory. Topic selection likely influenced the formality of language used in positive ways. For the second year, argumentative tone was added to the persuasive speech rubric and stressed in class sessions. This inclusion seemingly increased vocal variety, pitch, and intensity ratings from previous assessments.

Physical behaviors that support the verbal message were also satisfactory in the aggregate; there is, however, plenty of room for improvement. Not all instructors followed the guideline to have students use notecards when presenting. There was again a noticeable difference in delivery between students who use presentation outlines and students who present with notecards, such that the notecard users engage more with the audience; they were more likely to make eye contact and use gestures during their speech.

Communicating a thesis/specific purpose was again a lower-rated criterion. Although technically satisfactory, the assessment team was not pleased with the many of the thesis statements presented in the persuasive speeches. Additional guidelines had been created for the persuasive speech assignment that asked students to argue a question of policy. These guidelines noted that the thesis statement associated with a question of policy should be framed as "Who should do what." In looking at the assessment data by instructor, a clear pattern emerged. Almost all of the speeches evaluated from sections with graduate student instructors were framed as questions of policy with clear thesis statements. The majority of speeches taught by term faculty and adjuncts were not framed as questions of policy and did not follow the guidelines. There was arguably an issue with how these changes were communicated to term and adjunct instructors. Steps to remedy this situation are discussed in the Action Plan.

The lowest rated criterion this year was the organizational pattern. It is nearly impossible to untangle the effects of an inappropriate thesis on the effects of the organization of a speech because they are inherently tied together. A poor thesis, or no thesis, does not set the roadmap for

the organization of this speech. After having too many informative speeches about problems last year from a strict problem-solution outline template, changes were made to the template to incorporate more flexibility for argumentation. Those changes ended last year's problem of confusing problem-solution organization as informational, but did not facilitate better organization of the speech. We also believe the lower organizational score reflects the switch to note cards for presentations. This issue is further addressed in the Action Plan below.

Overall, the majority of the speeches (94.8%) met the minimum benchmark score. This represents a 2% 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 94% of the students met the first learning objective of recognizing public speaking as a transactional process. Overall, 84% percent demonstrated critical thinking in both the production and evaluation of spoken messages. About 66% of students were able to meet learning objective three by producing organized persuasive messages. Finally, 98% percent of students met the minimum benchmark for demonstrating extemporaneous speaking skills.

Action Plan

We will continue with a few major elements in the course after two years of positive assessment results. First, we will continue our practice of not including in-class examinations after seeing significantly better results in our assessment data. Online reading quizzes will serve as a way to ensure that students are prepared for class time that can then be focused on experiential learning activities.

We will also continue using the same textbook. Student feedback indicates that the textbook is clear and provides helpful information for students while they are strategically planning their speeches. The basic course director is also going to continue building a variety of supplemental resources for instructors. An instructor section was created on Blackboard two years ago. 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 instructors.

When the decision to discontinue use of the online platform was made, we worked to significantly revise and expand a hard-copy workbook for the course. The new edition of the workbook contains significantly more class activities and supplemental instruction than previous versions. The activities in the workbook are going to help us target some of our weakest areas in assessment. All students are required to use the workbook in the 2017-2018 academic year.

Below planned steps to improve our ability to exceed assessment criteria and accomplish learning outcomes are detailed.

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 persuasive speech topic. The civic focus has worked well for us and we will

continue that practice. The basic course director will work diligent with course instructors to ensure that they have a clear understanding of what qualifies as a civic topic and reasons why they should require civic topic selection.

To improve the quality of thesis statements (Criterion 2), a variety of approaches will be taken. Additional supplementary materials on crafting thesis statements will now be included. Specifically, we will continue to be incredibly explicit about the use of the "Who should do what" argumentative format of a question of policy persuasive thesis. An hour of training was included on this topic at the instructor semester kickoff meeting and additional trainings for instructors will be held in October before the persuasive speech unit begins. The syllabus template also now dedicates one class period to discussing each student's thesis statement as a question of policy in class.

To improve the quality of 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 created three lesson plans on information literacy for us to include in our semester coursework. 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), we have to look at the multiple antecedents of this issue. Students use an outline template to create their preparation outlines and are given ample feedback by instructors. They complete class exercises that ask them to unscramble outlines and generate keyword outlines using different types of organizational patterns. We suspect that the organizational issues are likely more rooted in the change from using a presentation outline to using a limited number of notecards. Whereas students previously were allowed to take up significantly more notes with them to present, we are only allowing minimal notes to increase extemporaneous delivery skills. Therefore, the organizational issues associated in the speech presentations may be a function of a lack of preparation by students. They are not practicing enough to "know" the organization of their speeches. The assessment team's informal notes continuously remarked that students did not seem prepared and sometimes even seemed surprised by the contents on their notecards. To address this issue, we are going to have instructors stress the importance of distributive practice. Whereas students do not need to memorize their entire speech, they do need to memorize the framework of that speech to be able to present it in a coherent way. Instructors will now dedicate one class period for each speech to discuss distributive practice and explicitly teach students the steps necessary to adequately practice their speech presentations.

To improve language choices (Criterion 5), new class activities on language choices were 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. The workbook now includes multiple language-based activity options.

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 and workbook. This year, the basic course director must find more ways to help instructors effectively encourage students to distribute their practice session and increase their preparation. An immediate change is the incorporation of a guide for preparing notecards with the hopes that students will do a better job of structuring the organization of these cards, which will lead to better organization of the speech.

Assistance Needed

Continued funding for reviewers to conduct the assessment in summer is necessary.

Core II Assessment: Composition

(Written Communication)

2016-2017: to come

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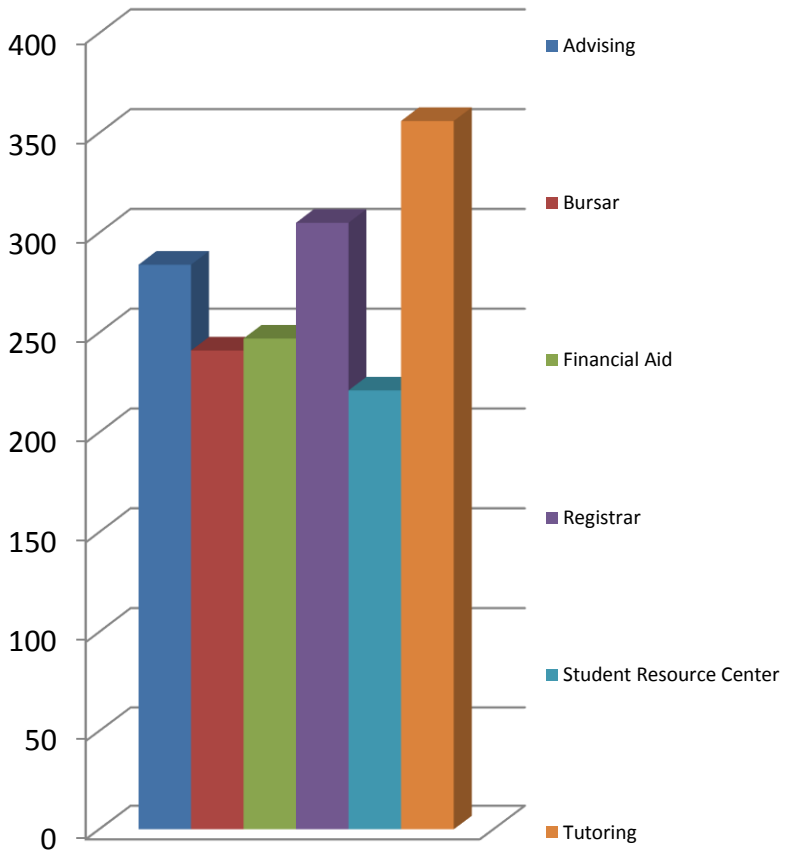
Assessment Day 2017

Survey Report

Responses for Each Survey: Students

Survey	# of Responses
Advising	284
Bursar	241
Financial Aid	247
Registrar	305
Student Resource Center	221
Tutoring	356



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 2017

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

The Core Curriculum Survey included twelve items, eleven of which aligned with one or more of Marshall's Baccalaureate Degree Profile (BDP) outcomes. Eight items aligned to one BDP outcome, two items mapped to two BDP outcomes, and one item mapped to three BDP outcomes. Of Marshall's nine BDP outcomes, five (*Integrative Thinking, Metacognitive Thinking, Information Literacy, Intercultural Thinking, and Quantitative* Thinking) mapped to one item each. Two BDP outcomes (*Ethical and Civic Thinking and Creative* Thinking) mapped to three items each, and two outcomes (*Inquiry-Based Thinking* and *Communication Fluency*) mapped to two items each.

Students were asked to indicate their agreement on a five-point scale (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree), with strongly agree = 5 and strongly disagree = 1 to the following statement, "Marshall's core curriculum courses have helped me to…". Item means over a three year period (2014, 2016, and 2017) ranged from a high of 4.11 (n = 2,731) for "Use knowledge from more than one area of study to explore issues or to solve problems," (*Integrative Thinking*) to a low of 3.59 (n = 2,675) for "Develop my ability to use mathematics in everyday life" (2014) modified to "Use numerical information to explore real world problems" (2016 and 2017) (*Quantitative Thinking*).

Items with three-year means of 4.0 or higher aligned to Marshall's BDP outcomes of *Integrative Thinking*, *Ethical/Civic Thinking* (2 items), *Inquiry-Based Thinking*, *Metacognitive Thinking*, *Creative Thinking*, and *Information Literacy*.

Items with three-year means below 4.0 aligned to *Communication Fluency* (2 items), *Creative Thinking* (2 items), *Ethical and Civic Thinking* (1 item), *Inquiry-Based Thinking* (1 item), *Intercultural Thinking* (1 item), and *Quantitative Thinking* (1 item).

In 2016 and 2017, students also were asked to provide examples of practices in the Core Curriculum courses that have resulted in deep learning. Many responses mentioned specific courses or course types and others mentioned more general types of learning experiences. Across the two years the most frequently mentioned course types were English (*n* = 147), Social Science (*n* = 89), FYS (*n* = 83), and Humanities (*n*= 78). The most often mentioned types of learning experiences were those that involved active learning, defined as discussion, research, and writing (*n* = 230) and those that involved critical thinking (*n* = 164).

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Graduation Survey Response Rates and Summary Results

Academic Year 2016 - 2017

2016 – 2017 Response Rate by College by Semester

College	Summer 2016	Fall 2016	Spring 2017	Total
CAM	2/3 = 67%	5/26 = 19%	22/63 = 35%	29/92 = 32%
COB	3/20 = 15%	23/64 = 36%	62/156 = 40%	88/240 = 37%
COEPD	0/5= 0%	26/53 = 49%	24/63 = 38%	50/121 = 41%
COHP	5/22 = 23%	59/172 = 34%	96/272 = 35%	160/466 = 34%
COLA	5/20 = 25%	10/45 = 22%	40/121 = 33%	55/186 = 30%
COS	2/10 = 20%	24/67 = 36%	63/132 = 48%	89/209 = 43%
CITE	0/1 = 0%	10/27 = 37%	18/38 = 47%	28/66 = 42%
RBA	10/33 = 30%	29/73 = 40%	30/67 = 45%	69/173 = 40%
Total	27/114 = 24%	186/527 = 35%	355/912 = 39%	568/1,553 = 37%

Executive Summary

- **These data are for academic year 2016 – 2017. Unless otherwise noted, all findings are essentially unchanged since academic year 2015 – 2016.**
- Overall response rate was 37% (568 respondents out of 1,553 graduates) – up slightly from 33% in 2015-2016.
- Females were more likely than males to respond to the survey.
- The Mean GPA of respondents (3.26) was significantly higher than that of all graduates (3.15).
- Response rates did not differ significantly across colleges.
- Respondents did not differ from the cohort in terms of race and age.

Executive Summary

- Most respondents were single with no children, were WV residents, and completed their entire education at Marshall.
- Thirty-three percent reported no educational debt (up from 31% in 2015-2016), while 39% reported debt greater than $20,000 (down from 41% in 2015-2016).
- Most respondents stated that their educational objective was to begin their first career.
- Thirty-eight percent of respondents said they had participated in an internship or practicum (significantly down from 56% in 2015-2016), with 71% believing this experience had helped them find employment (significantly up from 60% in 2015-2016).
- Sixty percent of respondents indicated that they intend to pursue graduate studies (up from 58% in 2015-2016), while only 5% 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 two out of sixteen items (down from three in 2015-2016). Both of these items also were identified in 2014 – 2015.
  - Writing intensive courses helped me to improve my writing skills. (2.09)
  - I broadened my appreciation for the arts. (2.26)

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 (1.75) than with
  - the quality of advising (2.37)
  - academic support services (2.13)
  - classroom and lab facilities (2.14)
- Sixty-seven percent of respondents plan to be employed in their major field, 9% not in their major field, and 24% were unsure at the time of the survey.
- Fifty-nine percent plan to work in WV.
- Forty-six percent (of the 379 students who answered the question) reported having accepted a job. Of those, 73% will earn more than $30,000 annually (up from 69% in 2015-2016).
- 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)

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National Survey of Student Engagement (NSSE)

Spring 2016

www.marshall.edu/assessment/SurveyReports.aspx

- Marshall made the decision to begin a bi-annual administration of *NSSE.* So, the next *NSSE* administration will be in spring 2017.

- Please refer to Assessment report for academic year 2015-2016 for last *NSSE* results.

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Program Review

Academic Year 2016 - 2017

Marshall Board of Governors' Recommendations: Undergraduate Programs

College	Program	Recommendation
COS	Chemistry-BS	Continue at current level of activity
	Geology-BS	The BOG recommended that, based on average graduation rates and average number of students majoring in Geology during the five year review period, the program become part of a new administrative unit. The recommendation is to study merging the BA/BS in Geography with the BS in Geology within the College of Science.
	Mathematics-BS	Continue at current level of activity
	Physics-BS	Continue at its current level of activity
COEPD	Early Childhood Education-BA	Continue at current level of activity
	Elementary Education-BA	Continue at current level of activity
	Secondary Education-BA	Continue at current level of activity
COLA	Psychology-BA	Continue at current level of activity
	English-BA	Continue at current level of activity

Marshall Board of Governors' Recommendations: Graduate Programs

College	Program	Recommendation
COS	Chemistry-MS	Continue at current level of activity
	Mathematics-MA	Continue at current level of activity
	Physical and Applied Science-MS	Continue at current level of activity
COEPD	Adult and Technical Education-MS	Continue at current level of activity
	Counseling-MA	Continue at current level of activity
	Education-MA	Continue at current level of activity
	Education Specialist-EdS	Continue at current level of activity
	School Psychology-EdS	Continue at current level of activity
COLA	Psychology-MA	Continue at current level of activity
	Psychology-PsyD	Continue at current level of activity
	English-MA	Continue at current level of activity

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

College	Program	Reason for BOG Meeting	Recommendation
COS	Criminal Justice-BA	To provide verbal report to BOG regarding enrollment and number of faculty	BOG accepted verbal report
	Criminal Justice-MS	To provide verbal report to BOG regarding the status of its online program	BOG accepted verbal report
CITE	Engineering-MSE	To provide verbal report to BOG regarding its recruiting and marketing efforts.	BOG accepted verbal report
	Information Systems-MS	To provide an updated assessment plan	Plan was presented

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High Impact Practice Project

2016-2017 Update: to come

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Syllabus Assessment

Spring 2017

Syllabus Sample: Spring 2017

- There were 134 syllabi assigned for evaluation in the spring of 2017.

- Of these, 7 were not uploaded to MU-BERT, 1 course had an incorrect syllabus uploaded, 3 were courses that did not require a syllabus (e.g. internship or thesis), 13 were for faculty who did not teach in spring 2017 (one has left MU and two have retired), and 1 syllabus appeared to have been uploaded, but could not be accessed.

- This left 109 syllabi for evaluation; 60 for University courses targeted for reassessment this year and 49 from Dual Credit courses.

- Of the 60 non-dual credit syllabi, 25 (42%) included all elements required by the BOG syllabus policy.

Syllabus Content Frequencies: MU Courses-Not Dual Credit

	Course Name	Course #	Instructor Name	Instructor Office	Instructor Phone	Instructor Email	Office Hours	Course Materials	Attendance Policy
Present	60 (100%)	60 (100%)	60 (100%)	59 (100%)	56 (97%)	60 (100%)	56 (97%)	60 (100%)	56 (97%)
Partially Present	0	0	0	0	0	0	0	0	0
Absent	0	0	0	0	2	0	2	0	2
Subtotal	60	60	60	59	58	60	58	60	58
Not Applicable	0	0	0	1 (Online Course)	2 (Online Courses)	0	2 (Online Courses)	0	2 (Online Courses)
Total	60	60	60	60	60	60	60	60	60

Syllabus Content Frequencies: MU Courses-Not Dual Credit

	Grading Policy	Due Dates	Course Description	Learning Outcomes	Schedule	Grid	Policies	Semester	Time	Location
Present	60 (100%)	55 (92%)	46 (77%)	59 (98%)	57 (90%)	35 (58%)	55 (92%)	59 (98%)	47 (94%)	43 (92%)
Partially Present	0	0	11 (Yes, but not from catalog)	0	0	8	3 (some policies, but no link)	0	0	0
Absent	0	5	3	1	3	17	2	1	3	4
Subtotal	60	60	60	60	60	60	60	60	50	47
Not Applicable	0	0	0	0	0	0	0	0	10	13
Total	60	60	60	60	60	60	60	60	157	157

Syllabus Content Frequencies: MU Courses-Dual Credit

	Course Name	Course #	Instructor Name	Instructor Office	Instructor Phone	Instructor Email	Office Hours	Course Materials	Attendance Policy
Present	46 (94%)	48 (98%)	49 (100%)	21 (43%)	34 (69%)	44 (90%)	23 (47%)	45 (92%)	33 (67%)
Partially Present	0	0	0	0	0	0	0	0	0
Absent	3	1	0	28	15	5	26	4	16
Subtotal	49	49	49	21	34	49	49	49	49
Not Applicable	0	0	0	0	0	0	0	0	0
Total	49	49	49	49	49	49	49	49	49

Syllabus Content Frequencies: MU Courses-Dual Credit

	Grading Policy	Due Dates	Course Description	Learning Outcomes	Schedule	Grid	Policies	Semester	Time	Location
Present	43 (88%)	23 (47%)	29 (59%)	40 (82%)	24 (49%)	20 (41%)	26 (53%)	38 (80%)	27 (55%)	25 (51%)
Partially Present	0	0	5 (Yes, but not from catalog)	0	0	3	1 (some policies, but no link)	0	0	0
Absent	6	26	15	9	25	26	22	11	22	24
Subtotal	49	49	49	49	49	49	49	49	49	49
Not Applicable	0	0	0	0	0	0	0	0	0	0
Total	49	49	49	49	49	49	49	49	49	49

Areas of Concern Identified in 2014

% (below 90%) in 2014 with results from 2015, 2016, and 2017

Syllabus Element	% of Syllabi - 2014	% of Syllabi – 2015	% of Syllabi – 2016	% of Syllabi – 2017
Assessment Grid	**58% - slightly improved from 52% in spring 2013**	**60%**	**72% - steady improvement, but not where we want to be.**	**58% - however, only evaluated syllabi that had been problematic in past.**
Link to University Policies	76%	75%	92%	92%
Course Description from Catalog	**82%**	**72%**	**87%**	**77%**
Schedule	84%	91%	90%	90%
Location of Course	85%	82%	92%	92%
Days and Times Course Meets	87%	85%	95%	94%
Due Dates	87%	90%	92%	92%

Areas of Concern for Dual Credit Syllabi Identified in 2017

% (below 90%) in 2017 – Total of 49 syllabi were evaluated

Syllabus Element	% of Syllabi - 2017			
Attendance Policy	**67%**			
Grading Policy	88%			
Due Dates	**47%**			
Course Description from catalog	**59%**			
Learning Outcomes	82%			
Schedule	**49%**			
Assessment Grid	**41%**			
Marshall Policies Link	**53%**			
Semester Course Meets	80%			

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, 2016, and 2017 Reviews

- **Immediate**
  - Target feedback regarding the following syllabus elements to faculty whose syllabi did not contain these:
    - Assessment Grid (i.e. alignment of outcomes, practice, and assessment) - % 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. Will work with Office of Outreach and with Academic Departments that approve dual credit to encourage use of the MU syllabus template.
  - 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. Only syllabi that had had issues in the past were assessed in spring 2017. We will begin a fresh assessment cycle in spring 2018 to get a more realistic idea of compliance with assessment information.