University Assessment Report: Academic Year 2017-2018

Annual Program Assessment: 2016-2017 (reviewed by University Assessment Committee in fall 2018)

One hundred two (102) programs submitted annual assessment reports for academic year 2016-2017. The breakdown for these reports was one report for an undergraduate certificate program 49 reports for undergraduate degree programs, 35 reports for graduate degree programs, and 17 reports for graduate certificate programs. At minimum, all reports included learning outcomes and assessment plans. Not all reports included assessment results, citing either no enrollment or recently revised assessment plans that had not been implemented. The Assessment Committee completed reviews of all reports except five degree-program and seven certificate program reports, which were submitted in spring 2018. For all reports submitted in fall 2017, the Office of Assessment/Quality Initiatives shared evaluations with the programs in January 2018. One undergraduate degree program and two graduate certificate programs submitted reports that were not able to be scored by the rubric we use, so are not included in the score reports. The results (on a scale of 0 to 3), for the remainder of the programs, were: *Learning Outcomes* (M = 2.98; SD = 0.12; n = 99); *Assessment Measures* (M = 2.81; SD = 0.44; n = 99); and *Feedback Loop* (M = 2.62; SD = 0.65; n = 88). These results are consistent with those from previous years. **Please refer to Appendix A for the rubric used to assess these reports.**

General Education Assessment: 2017-2018

The Summer Assessment Team completed three assessments in May/June 2018. These included evaluation of a random sample of baseline assessments completed as part of UNI 100 in conjunction with fall 2017 Week of Welcome, followed by an evaluation of final assessments completed by the baseline sample at the end of FYS during fall 2017 and spring 2018. Second, the team conducted an evaluation of random samples of student artifacts aligned to Marshall's Baccalaureate Degree Profile (BDP) outcomes *Creative Thinking*, *Inquiry-Based Thinking*, and *Quantitative Thinking*. Third, the team evaluated a sample of capstone artifacts using AAC&U Value rubrics for *Critical Thinking* and *Written Communication*. Comprehensive reports are available at this link: https://www.marshall.edu/assessment/general-education-assessment/. Specific reports for each assessment are found at these links:

Baseline/FYS/Senior assessment: https://www.marshall.edu/assessment/files/2019/05/Comparison-of-Freshman-Baseline-with-First-Year-Seminar-Assessment-Results-2017-2018.pdf

Baccalaureate Degree Profile Outcomes Assessment: https://www.marshall.edu/assessment/files/2019/05/General-Education-Blackboard-Outcomes-Assessment-2018.pdf

Capstone Artifact Assessment: https://www.marshall.edu/assessment/files/2019/05/Senior-Capstone-Assessment-2018.pdf

The English Department also assessed its general education composition courses. Findings of this assessment can be found at https://www.marshall.edu/assessment/files/2019/05/REPORT-ON-SUMMER-2018-ENGLISH-COMPOSITION-ASSESSMENT.pdf

The Communication Studies Department assessed its general education public speaking courses. Findings of this assessment can be found at https://www.marshall.edu/assessment/files/2019/05/CMM-103-Assessment-2017-2018.pdf

Program Review (2017-2018)

We conducted comprehensive five-year reviews for eleven (11) undergraduate degree programs, twelve (12) graduate degree programs, one (1) undergraduate certificate program, eight (8) graduate certificate programs, and one (1) post-master's certificate program. Programs, in conjunction with the Offices of Assessment/Quality Initiatives and Institutional Research/Planning, completed these reports. All reports were reviewed by the University's Academic Planning Committee (undergraduate) and Graduate Council (graduate). Following these reviews, Marshall's provost and president reviewed each report. Last, members of Marshall University's Board of Governors reviewed each report. The following recommendations were approved by the Board of Governors on April 25, 2018.

Undergraduate Degree Programs	**Recommendations**
Geography-BA/BS	Continue at current level
Political Science-BA	Continue at current level
International Affairs-BA	Continue at current level
Accounting-BBA	Continue at current level
Economics-BBA	Continue at current level
Economics-BA	Continue at current level
Finance-BBA	Continue at current level
International Business-BBA	Continue at current level
Management Information Systems-BBA	Continue at current level
Marketing-BBA	Continue at current level
Management-BBA	Continue at current level
Graduate Degree Programs	
Geography-MA/MS	Continue at current level
Political Science-MA	Continue at current level
Public Administration-MPA	Continue at current level
Education-EdD	Continue at current level
Leadership Studies-MA	Continue at current level
Accountancy-MS	Continue at current level
Nurse Anesthesia-DMPNA	Continue at current level
Business Administration-MBA	Continue at current level
Health Care Administration-MS	Continue at current level
Human Resource Management-MS	Continue at current level
Teaching-MAT	Continue at current level
Literacy Education-MA	Continue at current level
Undergraduate Certificate Program	
Geospatial Information Science	Continue at current level

Graduate Certificate Programs	
Geospatial Information Science-Basic	Continue at current level
Geospatial Information Science-Advanced	Continue at current level
Social Service and Attendance	Continue at current level
Management Foundations	Continue at current level
Reading Education	Continue at current level
Post-Baccalaureate Teaching Certificate	Continue at current level
Family Literacy	Discontinue due to lack of enrollment
Superintendent	Discontinue due to lack of enrollment
Post-Master's Certificate Program	
School Principalship	Continue at current level

Integrative Thinking and Signature Work Project

In summer 2017 a group of six Marshall faculty and staff attended the American Association of Colleges and Universities' Workshop on *Integrative Thinking and Signature Work* at Loyola University Chicago. The team developed a plan to improve student recruitment, success, and degree completion. Evidence suggests that if students connect with campus during their freshman year and return as sophomores, they are much more likely to persist toward graduation than if they do not make this connection. The project's outline is as follows:

a. **Project 1** – Launch parties – engagement with students before they come to campus to establish their connection to the university.

b. **Project 2** – Use a model established by the University of Maryland to engage students in meaningful ways during their freshman year. The group has chosen the title "Transformative and Informative Marshall Experience (TIME)" to describe the research/scholarship/creative teams to which students may apply.

- **i.** **TIME 100** – After UNI 100, to include CITI training, research training, etc.
- **ii.** **TIME 101** – Student research/scholarship/creative teams conduct studies in consultation with faculty mentors.
- **iii.** **TIME 102** – Student research/scholarship/creative teams conclude research.

c. The group is working on a signature work piece. They hope to have a structure at the end of fall 2017 to present to thee deans. Launch parties will begin in summer 2018 and TIME 100 in fall 2018.

d. The group presented this proposal to the academic deans in November 2017.

National Survey of Student Engagement: Spring 2018

Response rates for Marshall's spring 2018 administration of the *National Survey of Student Engagement (NSSE)* were 20% for first year students and 20% for seniors. As in previous years, Marshall showed strengths in three engagement indicators aligned to *Academic Challenge*. These were higher-order learning, learning strategies, and quantitative reasoning. Marshall's primary weakness was in the engagement indicator of quality of interactions, which aligns to *Campus Environment*. **Please refer to Appendices B and C for further information.**

Assessment Day: Spring 2018

Results for campus-wide surveys were sent to originating offices and posted to the Assessment website. Assessment Day 2018 survey results are available at https://www.marshall.edu/assessment/survey-results/

Graduation Surveys: 2017-2018

Graduation Survey results are available by year at https://www.marshall.edu/assessment/undergraduate-graduate-survey/

Syllabus Evaluations: Spring 2018

In Spring 2018, the University Assessment Committee evaluated syllabi from the Lewis College of Business, College of Liberal Arts, College of Information Technology and Engineering, and College of Science in spring 2018. **Please refer to Appendix D for the full report.**

Qualtrics Update: 2017-2018

As of December 2017, Marshall reported 340 total users in its Qualtrics account. Marshall's Qualtrics account also has a new template that complies with Marshall's branding guidelines. Marshall's Assessment Coordinator has developed two training courses, one introductory and the second for more advanced users. Qualtrics is also available for student use under the supervision of faculty advisors.

Appendix A

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:

Appendix B

Indirect Assessment of Student Learning and Experience: *National Survey of Student Engagement* (*NSSE*)
www.marshall.edu/assessment/SurveyReports.aspx

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

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

Prior to Implementation of Core Curriculum							Following Implementation of Core Curriculum				NSSE Revised											
Benchmark	2008		2009		2010		2011		2012		Theme	Engagement Indicator	2013		2014		2015		2016		2018	
	Fresh	Senior	Fresh	Senior	Fresh	Senior	Fresh	Senior	Fresh	Senior			Fresh	Senior	Fresh	Senior	Fresh	Senior	Fresh	Senior	Fresh	Senior
Academic Challenge							*		*		Academic Challenge	Reflective and Integrative Thinking	**			*	*	*				
												Higher-Order Learning	*			*	*	*			*	*
												Learning Strategies	*		*		*	*	*	*	*	*
												Quantitative Reasoning	**	**	**	*	**	*	**		**	
Student/Faculty Interaction							*				Experience with Faculty	Student/Faculty Interaction		*		*						
												Effective Teaching Practices				*	*					*
Active and Collaborative Learning											Learning with Peers	Collaborative Learning		*		*						
												Discussion with Diverse Others										*
Supportive Campus Environment											Campus Environment	Quality of Interactions										
												Supportive Environment										

Response Rates

Year	2008		2009		2010		2011		2012		2013		2014		2015		2016		2018	
Class	Fresh	Senior	Fresh	Senior	Fresh	Senior	Fresh	Senior	Fresh	Senior	Fresh	Senior	Fresh	Senior	Fresh	Senior	Fresh	Senior	Fresh	Senior
Response Rate	18%	23%	37%	34%	21%	32%	22%	25%	16%	27%	19%	22%	19%	28%	20%	24%	30%	24%	20%	20%

Appendix C

NSSE Engagement Indicators: Campus Environment (Quality of Interactions)

2013, 2014, 2015, 2016, and 2018

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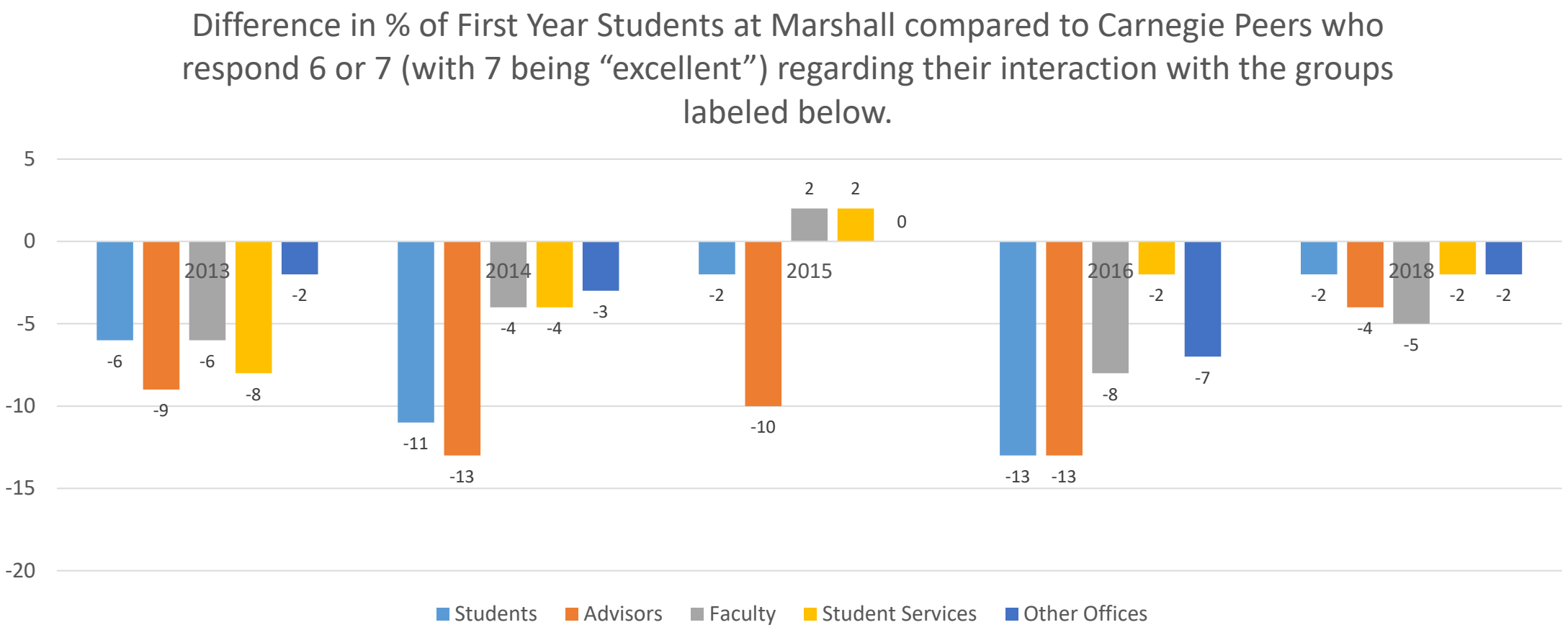
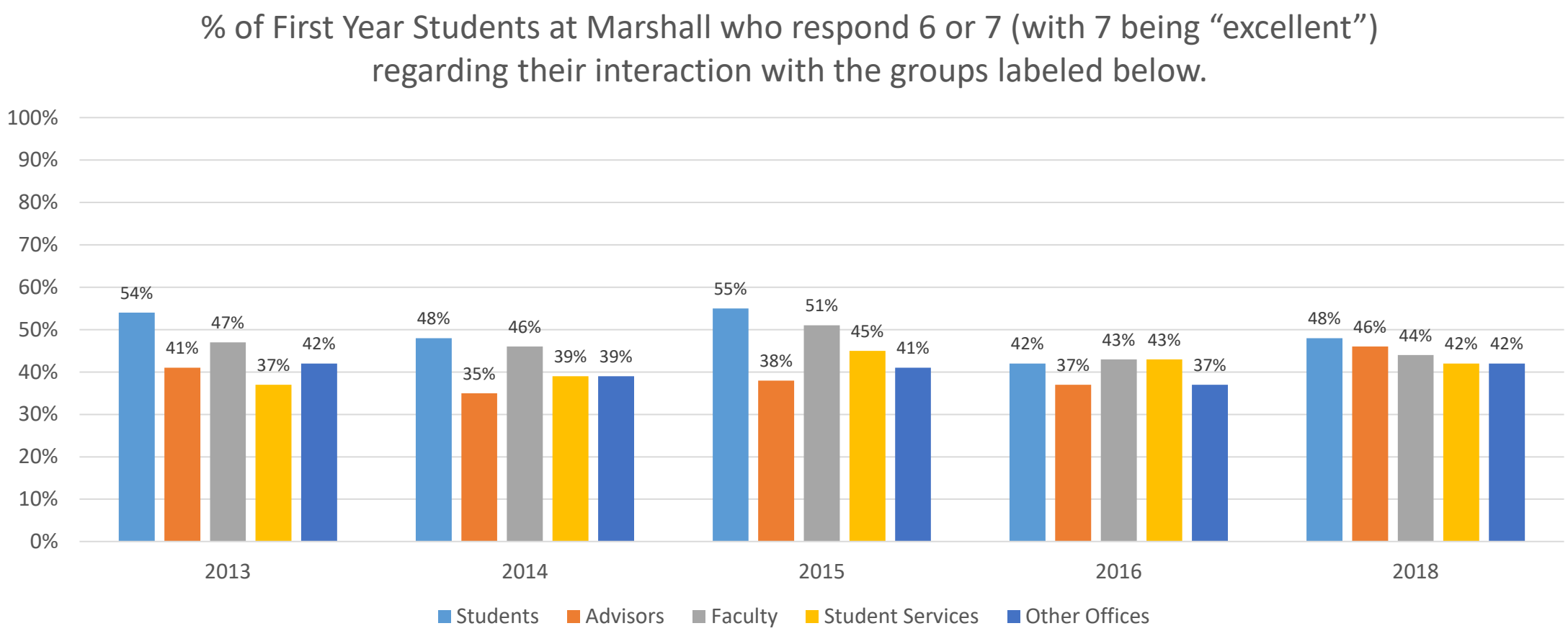
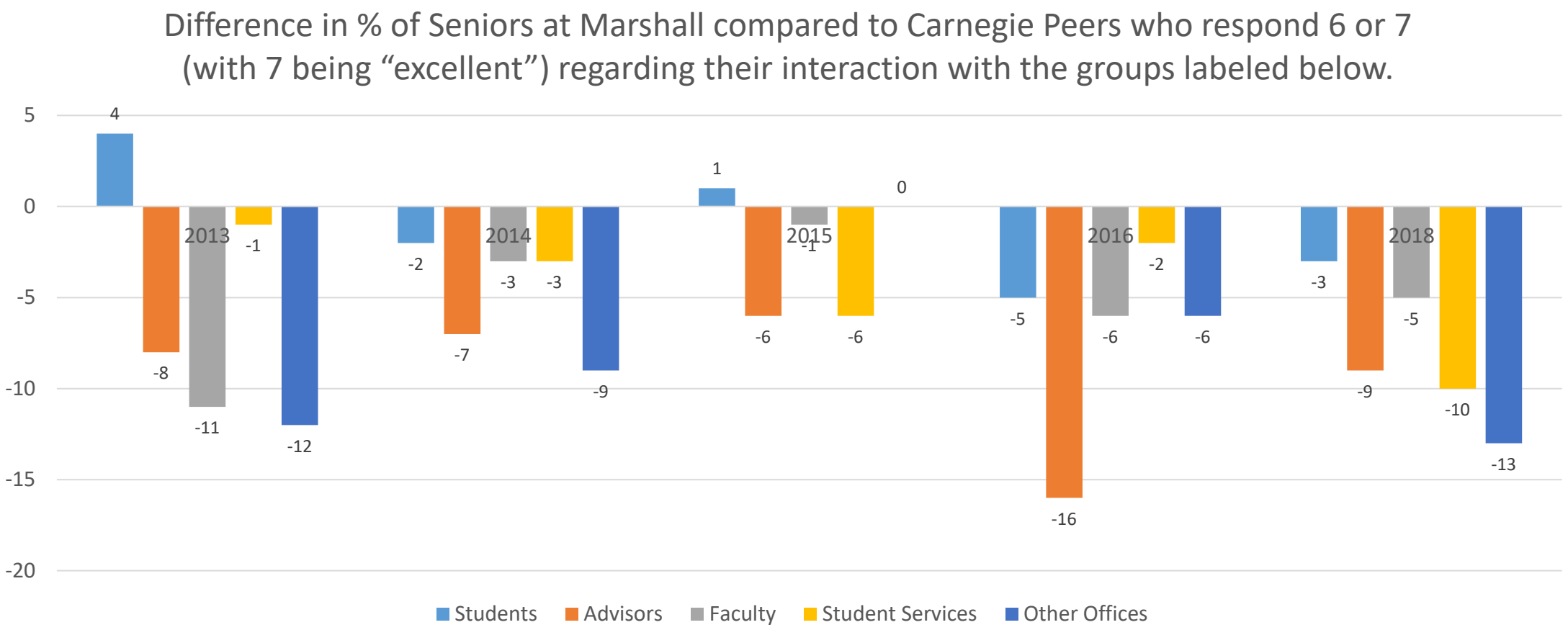
Marshall's First Year Students Compared to Carnegie Peers



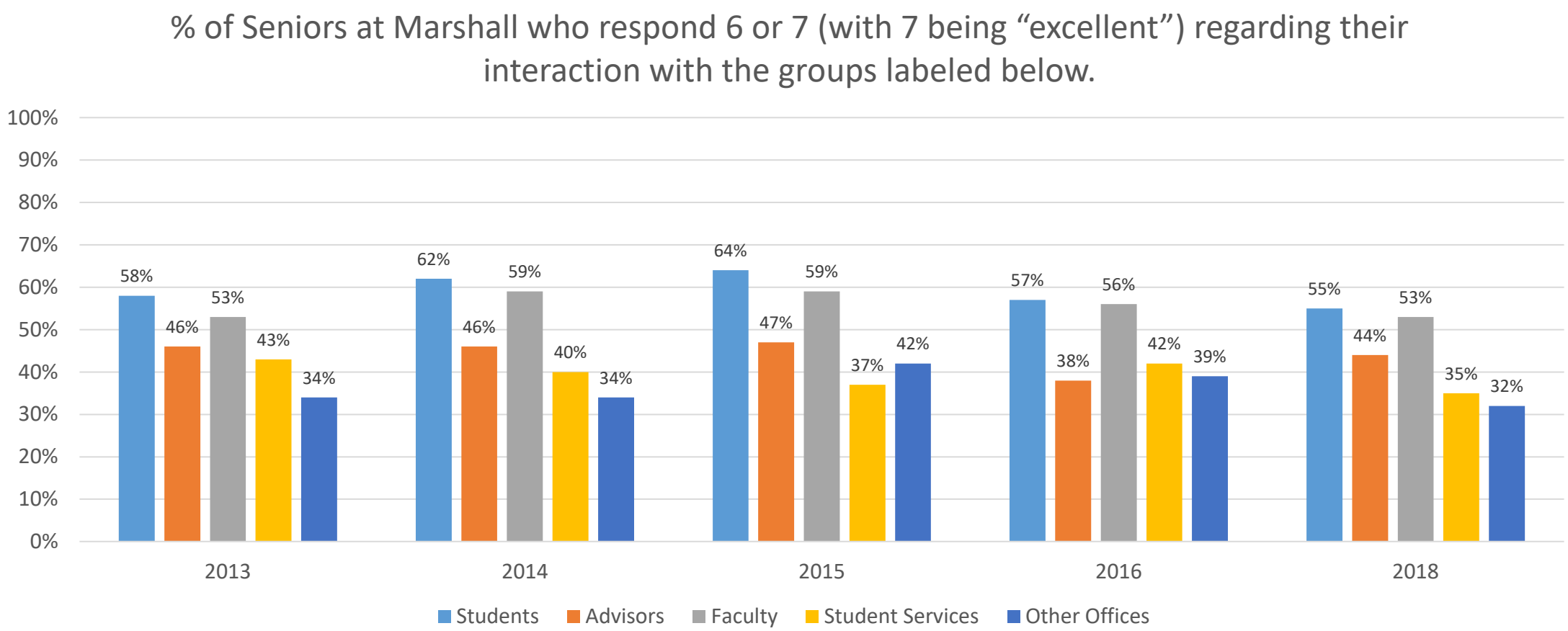
Marshall's First Year Students



Marshall's Seniors Compared to Carnegie Peers



Marshall's Seniors



Conclusions

- Among first year students
  - interactions with academic advisors were initially the most significant issue, but are improving.
  - Interactions with other students and with faculty need attention.
  - Interactions with students services and other administrative offices have improved.
- Among seniors
  - interactions with other administrative offices (registrar, financial aid, etc.) and academic advisors appear to need the most attention.

Appendix D

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Syllabus Assessment

Spring 2018

Syllabus Sample: Spring 2018

- There were 316 syllabi assigned for evaluation in the spring of 2018; 57 were from the Lewis College of Business, 135 were from the College of Liberal Arts, 115 were from the College of Science, and 9 were from the College of Information Technology and Engineering.

- Of these, 7 (2%) were not uploaded to MU-BERT, one person did not teach a course, there was one upload error, and 13 individual to be evaluated dd not have a unique syllabus, i.e. they were members of a teaching team. This left 294 (93% of the sample) for evaluation.

Syllabus Content Frequencies

	Course Name	Course #	Instructor Name	Instructor Office	Instructor Phone	Instructor Email	Office Hours	Course Materials	Attendance Policy
Present	291 (99%)	293 (100%)	294 (100%)	277 (94%)	269 (91%)	293 (100%)	280 (95%)	294 (100%)	273 (93%)
Absent	3	1	0	17	25	1	14	0	21
Subtotal	294	294	294	294	294	294	294	294	294
Not Applicable	0	0	0	0	0	0	0	0	0
Total	294	294	294	294	294	294	294	294	294

Syllabus Content Frequencies

	Grading Policy	Due Dates	Course Description	Learning Outcomes	Schedule	Grid	Policies	Semester	Time	Location
Present	291 (99%)	268 (91%)	264 (90%)	269 (91%)	263 (89%)	230 (78%)	265 (90%)	287 (98%)	263 (94%)	260 (93%)
Partially Present	0	0	16 (Present, but does not match the description in the catalog)	0	0	10 (Missing at least one element)	0	0	0	0
Absent	3	26	4	25	31	54	29	7	17	20
Subtotal	294	294	294	294	294	294	294	294	280	280
Not Applicable	0	0	0	0	0	0	0	0	14 (E-Courses)	14 (E-Courses)
Total	294	294	294	294	294	294	294	294	294	294

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	% of Syllabi-2018	
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.**	**78%**	
Link to University Policies	76%	75%	92%	92%	90%	
Course Description from Catalog	**82%**	**72%**	**87%**	**77%**	**90%**	
Schedule	84%	91%	90%	90%	89%	
Location of Course	85%	82%	92%	92%	93%	
Days and Times Course Meets	87%	85%	95%	94%	94%	
Due Dates	87%	90%	92%	92%	91%	

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. This process has occurred each year since 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. Directions for finding current syllabus templates is sent each year.
  - 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. This process has continued each year.
  - Consult with Faculty as needed. – This occurred at the request of faculty. Ongoing.

- **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. The Assessment Committee has reviewed syllabi in subsequent years.
  - 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. Ongoing.

Planned Actions Based on Spring 2015, 2016, 2017, and 2018 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 the grid has steadily increased (with the exception of 2017), but is still not where it should be.
    - Link to University Policies: www.marshall.edu/academic-affairs/policies/ - presence of link increased from 75% in spring 2015 to 90% or above.
    - Reason for requesting course description from catalog – inclusion of course description from catalog increased from 72% in spring 2015 to 90% in spring 2018.
    - 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.
  - University Assessment Committee also will review syllabi for dual credit courses in spring 2017. This was accomplished.
  - 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 began a fresh assessment cycle in spring 2018 and will conclude the cycle in spring 2019.