



University Assessment Committee Meeting
Date: Tuesday, May 14; Time: 12:00 – 2:00 PM
Location: Memorial Student Center John Spotts Room (MSC 2E37)

Minutes

Members Present: Nicki LoCascio, Sarah-Frances Lyon, Marty Laubach, Andrew Gooding, Susan Midkiff, Henning Vauth, Kim DeTardo-Bora, Loukia Dixon, Trish Gallagher, Rayshawn Eastman, Ralph McKinney, Karen McComas, Chris Sochor, and Mary Beth Reynolds

Members Absent: April Fugett, Larry Sheret, Susan Lanham, Tim Melvin, Yi-Po Chiu, Paula Lucas, Asad Salem, Maddy Parker, and Omar Attarabeen

1. **The meeting began with lunch.**
2. **Approval of minutes:** Marty Laubach made a motion and Andrew Gooding seconded that the minutes of the January 30, 2019 meeting be approved. The minutes were approved unanimously.
3. **We congratulated the following individuals for major milestones this past academic year:**
 - Loukia Dixon – promotion to Associate Professor
 - Henning Vauth – promotion to Professor
 - Marty Laubach – for a job well done as Chair of Sociology/Anthropology and assuming a new role as an EDGE Mentor.
 - Although Tim Melvin was unable to attend the meeting, we recognized that congratulations were in order regarding his new position as Assistant Professor and Director of Assessment for the College of Education and Professional Development.
 - Karen McComas – for completing a pilot program in the Center for Teaching and Learning offering supplemental instruction for BSC 120, 227; ACC 215; and PHY 201. Students who attended ten or more sessions of supplemental instruction for these courses earned grades that were, on average, 9.5 points higher than grades earned by a control group of matched peers.
 - Sarah-Frances Lyon and Rayshawn Eastman – for developing a Student Affairs Curriculum called the “Herd Experience.” They have identified four areas that align to Marshall’s Baccalaureate Degree Profile (BDP) from a co-curricular perspective. This plan has received positive affirmation from students interviewed through a series of focus groups and will be used to guide programs in Housing and Residence Life and in Student Affairs beginning in academic year 2019-2020.
4. **New website:** www.marshall.edu/assessment – Mary Beth Reynolds explained that, thanks to the efforts of Tim Melvin, the Assessment Office has a new website. She noted that the web address for the main site is unchanged, but that links to specific items on the website have all changed. So, people need to begin by accessing the main website, where they will find links to multiple sites and documents. She noted that the syllabus policy (MUBOG Policy AA-14) has been tentatively revised per suggestions provided by Assessment Committee members at its January meeting. This policy

will be on the Marshall University Board of Governors' meeting agenda in June. Mary Beth also noted that the "Student Grading versus Student Assessment" document previously approved by the Assessment Committee is now available on the website.

5. **Assessment Reports and Program Reviews submitted through Taskstream by Watermark:** Mary Beth reminded everyone that annual assessment reports for academic year 2018-2019 should be submitted using Taskstream by Watermark and are due September 16. She noted that programs completing five-year reviews will also use Taskstream to submit these documents. Directions for entering information into this program are available on the right-hand side of the Assessment website.

Mary Beth discussed plans for undergraduate programs to map their student learning outcomes to trait specific learning outcomes of the BDP. This exercise will be used to help the university consider any changes that might be needed to the trait level areas of learning and outcome statements. This resulted in a discussion speculating about what the findings might be. Further exploration of a graduate degree profile, in which the Graduate Council would need to be involved, was very briefly mentioned.

6. **Student Affairs and Housing and Residence Life will begin using Taskstream for assessment reporting purposes in academic year 2019-2020.** Mary Beth said we would like to expand assessment to other areas that are launching major university initiatives, such as advising. We had some discussion about co-curricular assessment. Sarah-Frances Lyon noted that the HLC's definition of co-curricular is, "Learning activities, programs, and experiences that reinforce the institution's mission and values and the formal curriculum." We discussed that some of the examples given by the HLC, e.g. service learning and internships, can also be curricular activities. The curricular side of the university is beginning to value traditionally co-curricular, experiential learning, so some degree programs require them.

The committee's discussion of co-curricular assessment was rich and extensive. Some highlights are provided below:

- Rayshawn Eastman is working with his staff to develop outcomes for leadership and then to align activities to this outcome.
- Ralph McKinney and Karen McComas both noted the importance of reflection. Karen specifically said that the Carnegie application she recently submitted for a civically engaged campus said that, "Co-curricular engagement requires structured reflection and connection to academic knowledge in the context of reciprocal action-based community partnerships." She noted that these experiences must go beyond "volunteerism." This led to a longer discussion about the feasibility of having every student complete a reflection after engaging in co-curricular experiences. The consensus was that we must be strategic and judicious in identifying and assessing students' learning during co-curricular experiences. We want to align specific experiences to our institution's mission, priorities, and to the institution's learning outcomes.
- There was further discussion about HERD-Link, a program that will track student attendance at various events. It will start small and gradually expand. The initial goal is to indirectly assess student learning through short surveys sent through Qualtrics, and measure student success through correlating attendance at events with student persistence and progress toward graduation. Rayshawn noted that co-curricular transcripts can be created using the information in HERD-Link, which will assist Career Services in advising students.

7. **Suggested Assessment Committee subcommittees:** There was a very short discussion about the possibility of having the following subcommittees during academic year 2019-2020.
 - General Education
 - Academic Programs
 - Co-Curricular
 - Alumni Outcomes

8. **General Education and Senior Capstone Assessment:** Mary Beth reminded everyone that the Summer Assessment Team will be reviewing artifacts from May 20-June 19. She specifically asked committee members to remind their colleagues to align and upload senior capstone projects into Blackboard. Chris Sochor announced that Blackboard will be completely down due to an upgrade for several days during the time the Summer Assessment Team will be completing evaluations. We expressed concern about this situation and Chris said he would contact Blackboard and see if they could change the days when the system will be down to Memorial Day weekend.

9. **Plans for academic year 2019-2020:** Due to lack of time, we did not discuss this agenda item.
 - Further assessment of the Baccalaureate Degree Profile
 - Discussions regarding a Master's Degree Profile
 - Improved documentation of Alumni Outcomes
 - Expansion of co-curricular assessment
 - National Survey of Student Engagement

10. **Spring 2019 syllabus reviews:** Mary Beth thanked those who submitted syllabus evaluations.

11. **Accreditation updates and other business:** Mary Beth reminded everyone that, thanks to the work of chairs Drs. David Hatfield and Tracy Christofero and their committee (which included Assessment Committee members Drs. Karen McComas and Mary Beth Reynolds), Marshall University has a new mission statement. Karen said that this was one of the most efficient committees she had served on. Mary Beth noted that, with the updated university mission statement, academic programs should be sure their current mission statements align with the new Marshall mission statement.

12. **Next meeting will occur early in the fall 2019 semester**

The meeting adjourned at 2:00 PM.

Respectfully Submitted,

Mary Beth Reynolds