



University Assessment Committee Meeting
Date: Monday, September 9, 2019; Time: 3:00 – 4:30 PM
Location: Memorial Student Center John Spotts Room (MSC 2E37)

Minutes

Members Present: Yi-Po Chiu, Karen McComas, Marty Laubach, Omar Attarabeen, Kim DeTardo-Bora, Loukia Dixon, Rayshawn Eastman, April Fugett, Trish Gallagher, Sarah-Frances Lyon, Ralph McKinney, Tim Melvin, Andrew Gooding (for Susan Midkiff), Adam Russell, Larry Sheret, Chris Sochor, Henning Vauth, Nicki LoCascio

Members Absent: Paula Lucas, Asad Salem, Susan Midkiff

- 1. Introductions and welcome to new members:** Mary Beth Reynolds introduced new member Dr. Yi-Po Chiu. Dr. Chiu is an Associate Professor in the School of Physical Therapy and is one of the representatives from the College of Health Professions.
- 2. Approval of minutes from the May 14, 2019 meeting:** Approval of the minutes of the May 14, 2019 meeting was tabled until the December 2019 meeting.
- 3. Suggested Assessment Committee subcommittees for 2019-2020 academic year:** Each subcommittee met for approximately fifteen minutes at the beginning of the meeting to briefly discuss their charge and to schedule two meetings this semester. Each subcommittee will provide a report to the group at its December meeting. Subcommittees, their charges, and members are outlined below.
 - **General Education**
Task: Review general education assessment reports and suggestions to improve the feedback loop.
Members: Karen McComas, Chris Sochor, Kim DeTardo-Bora, Nicki LoCascio, Student Representative, Adam Russell
 - **Co-Curricular**
Task: Prioritize elements of co-curricular assessment plan. This includes identifying student learning aligned to important initiatives that take place outside the classroom
Members: Rayshawn Eastman, Sarah-Frances Lyon, Trish Gallagher, Loukia Dixon, Marty Laubach, Adam Russell
 - **Alumni Outcomes**
Task: Methods to improve response rates, which currently hover around 25% for undergraduate and 15% for graduate alumni.
Members: April Fugett, Susan Midkiff, Paula Lucas, Omar Attarabeen, Yi-Po- Chiu, Adam Russell
 - **National Survey of Student Engagement/Assessment Day**
Task: Goals, recommended activities/events, incentives, publicity
Members: Tim Melvin, Ralph McKinney, Larry Sheret, Henning Vauth, Asad Salem, Adam Russell

4. **New website:** www.marshall.edu/assessment

Mary Beth introduced the new assessment website. She noted that the main address (noted above) is the same as the address used for the previous website but told members that all addresses for sub-pages and uploaded files have changed. She urged people to delete any old bookmarked pages.

5. **Assessment Reports and Program Reviews submitted through Taskstream by Watermark beginning now!!**

Mary Beth thanked everyone for their work on annual assessment reports during fall 2018. She said that all feedback for 2017-2018 reports has been sent to academic departments. She noted that reports for academic year 2018-2019 are due September 20. She asked committee members to remind faculty and staff they represent of this due date.

Mary Beth said that committee review assignments will be made by October 11. She proceeded to demonstrate how reviews will be conducted in the new Taskstream reporting system. She noted that there are three “standing requirements” for each academic assessment report. These are *mission*, *learning outcomes*, and *the curriculum map*. Since these elements do not change on an annual basis, programs enter (but do not formally submit) them. However, programs do formally submit each part of the “assessment cycle.” These elements are *assessment plan*, *assessment findings*, *action plan*, and *status report*. Mary Beth noted that she and Adam Russell (and any other members who would like to help) will revise the current rubric to correspond more closely with the four sections of the assessment cycle. When conducting reviews, Mary Beth asked that committee members check to make sure assessment measures are not only included in the narrative section of the report, but that there is something uploaded to indicate what the measures are. This also holds true for the results section; there should be uploaded evidence to support the narrative results. Marty Laubach asked what we mean by evidence. Mary Beth clarified that we do not need all student artifacts uploaded, but simply a summary of the scoring used. Students should not be identified by name.

Mary Beth noted that each committee member should login to Taskstream through the MyMU portal. To do this, each reviewer should access the faculty tab in MyMU and click on the link for Taskstream. She asked that each committee member read the report in Taskstream, then assess the report offline using the rubric they will shortly receive for that purpose. She asked that, as in the past, committee members send their final reports to her via email. She asked that reviews be completed by November 22 if possible. Mary Beth emphasized that, when accessing their assigned programs, reviewers should click on the link for “Academic Program Assessment Planning Workspace.”

Mary Beth said that we have asked programs to map their learning outcomes to those of Marshall’s Baccalaureate Degree Profile (BDP). After all programs have completed this process, the Assessment Committee will review an analysis of the results to see to which traits of the BDP degree program outcomes align most frequently. Following this analysis, the Assessment Committee will consider whether updates need to be made to the BDP.

6. **General Education and Senior Capstone Assessment Results:** Mary Beth explained to committee members that the university has completed two years of assessing a random sample of capstone artifacts as part of our summer general education assessment. She reminded everyone that Marshall used to give the Collegiate Learning Assessment to a sample of seniors each spring.

However, it was difficult to engage truly random samples of seniors to complete this assessment and Marshall's HLC peer review team questioned the value of an assessment that was not required of students. Hence, our move toward pulling samples from senior capstone projects (which are required for graduation) and assess them using rubrics that have been nationally normed by the American Association of Colleges and Universities (AAC&U). The problem we have now is that only a small set of disciplines is currently making these artifacts available for assessment.

Some discussion ensued as to how we might encourage more widespread participation. Marty Laubach suggested that we make another attempt to connect with all undergraduate degree programs concerning their capstone projects and explore ways for programs to be part of the assessment process. He also argued that, if we are assessing capstone projects for general BDP outcomes, an educated non-specialist should be able to determine whether projects are meeting specific criteria. Marty further suggested that the General Education Subcommittee work on this issue.

7. **Annual Assessment (2017-2018) and syllabus assessment (spring 2019) results:** As reported earlier in the meeting, feedback regarding 2017-2018 assessment reports has been sent to the chairs of departments with degree programs. Mary Beth also said she had sent syllabus audit feedback to all faculty whose syllabi were reviewed in spring 2019 and shared a handout with overall syllabus evaluation results. During spring 2019, syllabi from the Colleges of Arts and Media and Education and Professional Development were assessed. Sixty-one (47%) of the 130 syllabi evaluated included all elements required by the Board of Governors' Syllabus Policy. Items most frequently omitted included the assessment grid (indication of the alignment of learning activities and assessment measures with each course learning outcome) and catalog course description. Mary Beth also distributed copies of the updated syllabus policy, which was approved by the Board of Governors in June. She noted that most of the updates were those suggested by members of the Assessment Committee.

8. **National Survey of Student Engagement:** Mary Beth announced that Marshall will conduct the *National Survey of Student Engagement (NSSE)* in Spring 2020. To refresh everyone's memory, she reviewed Marshall's *NSSE* results from 2008-2016 and included a handout of specific *NSSE* items that align to each of *NSSE*'s themes and engagement indicators. These are:

Theme (engagement indicators)

- Academic Challenge (reflective and integrative thinking, higher order learning, learning strategies, quantitative reasoning)
- Experience with Faculty (student/faculty interaction, effective teaching practices)
- Learning with Peers (collaborative learning, discussion with diverse others)
- Campus Environment (quality of interactions, supportive environment).

Mary Beth noted that *supportive environment* has been a weakness for us in the past, so we will monitor this engagement indicator in 2019.

9. **Semi-annual assessment newsletter:** Adam Russell will be in charge of the assessment newsletter.

10. Next meeting will begin with a lunch on Monday, December 16 at noon.

The meeting adjourned at 4:30 PM.

Respectfully Submitted,

Mary Beth Reynolds