



## University Assessment: Brief Report: Academic Year 2019-2020

### Annual Program Assessment: 2018-2019

This was the first year we received annual assessment reports from degree and certificate programs using Taskstream by Watermark. Assessment Committee reviewers evaluated a total of seventy-six (76) reports. The Assessment Office sent evaluation letters to each of these programs, which included comments from de-identified reviewers when these were available. Due to the newness of Taskstream, we discovered some issues with the rubric we used, so this year the evaluation letters included narrative feedback only. The Assessment Committee will review the rubric in fall 2020 and a subcommittee will be appointed to make recommendations for updates. The Associate VP for Assessment also will prepare a recording of the steps for entering assessment findings, action plans, and status plans into Taskstream and make it available in Microsoft Teams.

### General Education Assessment: 2019-2020

The Summer Assessment Team completed three assessments in May/June 2020. These included evaluation of a random sample of baseline assessments completed as part of UNI 100 in conjunction with fall 2019 Week of Welcome, followed by an evaluation of final assessments completed by the baseline sample at the end of FYS during fall 2019 and spring 2020. Second, the team conducted an evaluation of random samples of student artifacts aligned to Marshall's Baccalaureate Degree Profile (BDP) outcomes *Integrative Thinking*, *Metacognitive Thinking*, and *Information Literacy*. Third, the team evaluated a sample of capstone artifacts using AAC&U Value rubrics for either *Critical Thinking or Inquiry and Analysis* 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 assessment: <https://www.marshall.edu/assessment/files/2020/06/Comparison-of-Freshman-Baseline-with-First-Year-Seminar-Assessment-Results-2019-2020.pdf>

Baccalaureate Degree Profile Outcomes Assessment: <https://www.marshall.edu/assessment/files/2020/06/BDP-Outcomes-Assessment-2020.pdf>

Capstone Artifact Assessment: <https://www.marshall.edu/assessment/files/2020/06/Senior-Capstone-Assessment-2020-optimized.pdf>

Results of assessment of written and oral communication will be forthcoming in fall 2020.

### Program Review

We conducted comprehensive five-year reviews for thirteen (13) undergraduate programs, eleven (11) graduate programs, one (1) graduate and three (3) post-master's certificate programs. Programs, in conjunction with the Offices of Assessment and Institutional Research and Planning, completed these reports using Taskstream. 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. Following these reviews, members of Marshall University's Board of Governors reviewed each report. The following recommendations were approved by the Board of Governors on April 23, 2020.

<b>Undergraduate Degree Programs</b>	<b>Recommendations</b>
Communication Disorders-BS	Continue at Current Level
Cytotechnology-BS	Continue at Current Level <b>with a caveat: Cabell Huntington Hospital (CHH) will close its School of Cytotechnology at the close of the spring 2020 semester. Since Marshall offers the fourth year of this degree program through CHH's School of Cytotechnology, Marshall will discontinue the program following graduation of the last student enrolled in the program. This student is scheduled to graduate in May 2020.</b>
Dietetics-BS	Continue at Current Level
Electrical and Computer Engineering-BSEE	Continue at Current Level
Engineering BSE	Continue at Current Level
Mechanical Engineering-BSME	Continue at Current Level
Medical Imaging-BS	Continue at Current Level
Medical Laboratory Science-BS	Continue at Current Level
Medical Laboratory Technology-AAS	Continue at Current Level
Nursing-ASN	Continue at Current Level
Nursing-BSN	Continue at Current Level
Respiratory Care-BS	Continue at Current Level
Social Work-BSW	Continue at Current Level
<b>Graduate Degree Programs</b>	<b>Recommendations</b>
Biomedical Research-MS	Continue at Current Level
Biomedical Research-PhD	Continue at Current Level
Clinical and Translational Science-MS	Continue at Current Level
Communication Disorders-MS	Continue at Current Level
Dietetics-MS	Continue at Current Level
Engineering-MSE	Continue at Current Level
Mechanical Engineering-MSME	Continue at Current Level
Medicine-MD	Continue at Current Level
Nursing-MSN	Continue at Current Level
Public Health-MPH	Continue at Current Level
Social Work-MSW	Continue at Current Level
<b>Graduate Certificate Programs</b>	<b>Recommendations</b>
Dietetics Internship	Continue at Current Level
Family Nurse Practitioner-Post Master's	Continue at Current Level
Nursing Administration-Post Master's	Continue at Current Level
Nursing Education-Post Master's	Continue at Current Level

## Fall 2019 Assessment Subcommittees

Each of four subcommittees met at least twice in fall 2019. Their reports are as follows:

**General Education:** Task was to review general education assessment reports and suggest ways to improve the feedback loop. Members were Karen McComas, Chris Sochor, Kim DeTardo-Bora, Nicki LoCascio, and Adam Russell. In accordance with the subcommittee's recommendations, the Online Design Center has created the following organizations within Blackboard: one organization for assessment of each of these course types – critical thinking, first year seminar, multicultural, international, and capstone. We will begin to add short reports for assessment of these course types in summer 2020.

**Co-Curricular:** Task was to prioritize elements of the co-curricular assessment plan. This includes identifying student learning aligned to important initiatives that take place outside the classroom. Members were Rayshawn Eastman, Sarah-Frances Lyon, Trish Gallagher, Loukia Dixon, Marty Laubach, and Adam Russell. Student Affairs and Housing and Residence Life have created a curriculum around a central theme, *the Herd Experience*. They have created a rubric with four learning goals and between twelve and fifteen outcomes and a plan to assess student achievement of those goals/outcomes. The plan currently consists of three assessments. We are working to begin reporting student achievement of co-curricular outcomes through Taskstream. Student Affairs and Housing and Residence Life also use a software called *Herdlink* for student organizations to report attendance at their activities.

**Alumni Outcomes:** Task was to suggest methods to improve response rates, which currently hover around 25% for undergraduate and 15% for graduate alumni. Members were April Fugett, Susan Midkiff, Paula Lucas, Omar Attarabeen, Yi-Po Chiu, and Adam Russell. The subcommittee recommended offering incentives and exploring additional ways to contact alumni, e.g. texting, rather than simply sending surveys via email. Incentives were offered for the survey this year (fall 2018 and spring 2019 graduates). Our Qualtrics license does not allow us to send messages via text, but we are in the process of determining if we might be able to do this through EAB's Navigate Platform. Final response rates for Alumni Surveys will be available in fall 2020. We have also added a link to the Assessment Office's alumni outcomes page to a document with additional links to department/degree program outcome reports. Please find more information at this link: <https://www.marshall.edu/assessment/alumni-outcomes/>.

**National Survey of Student Engagement (NSSE) /Assessment Day:** Task was to suggest goals, recommended activities/events, incentives, publicity. Members were Tim Melvin, Ralph McKinney, Larry Sheret, Henning Vauth, Asad Salem, and Adam Russell. The subcommittee recommended publicizing these events and sharing NSSE findings with deans. Please see the following sections on NSSE and Assessment Day for additional information about the spring 2020 administration.

## National Survey of Student Engagement

As of April 27, 2020, Marshall University's response rate to NSSE is 32.3% (35.2% for first year students and 29.4% for seniors). This is the highest response rate we have had since 2009, when our NSSE

response rate was 36% (37% for first year students and 34% for seniors). This year's survey will close May 15.

### **Updated Assessment Website**

In keeping with the University's new branding, Marshall University's assessment website has been updated. It can be viewed at [www.marshall.edu/assessment](http://www.marshall.edu/assessment).

### **Assessment Newsletter**

The first assessment newsletter was sent to the university community as part of University Communications' "*We are Marshall for March 25, 2020*" newsletter. It featured the English department's assessment process, included an article about the spring 2020 administration of NSSE, and a NSSE infographic about past years' results. It is also available on the Assessment website at <https://www.marshall.edu/wamnewsletter/2020/03/office-of-assessment-and-quality-initiatives-begins-newsletter/>.

### **Assessment Day**

Results for campus-wide surveys have been sent to originating offices and have been posted to the Assessment website. Due to the challenges posed by COVID-19, which occurred shortly after the launch of surveys on March 9, response rates were lower than in previous years. Prizes were mailed to winners. More information is available at <https://www.marshall.edu/assessment/assessment-day-activity-details/> and at <https://www.marshall.edu/assessment/survey-results/>.

### **Graduation Surveys**

We added a graduation survey for students earning graduate degrees in fall 2019. Results of graduation surveys for academic year 2019-2020 can be found at <https://www.marshall.edu/assessment/undergraduate-graduate-survey/> (undergraduate results) and <https://www.marshall.edu/assessment/graduate-graduation-survey/> (graduate results).

### **Syllabus Evaluations**

The University Assessment Committee reviewed syllabi from the following general education course types (critical thinking, multicultural, and international) during the spring 2020 semester. Feedback will be sent to faculty before the beginning of the fall 2020 semester. The full report follows.

**Marshall University Syllabus Review**  
**Conducted by the University Assessment Committee**  
**Spring 2020-updated 11-30-2020**

**Overview and Results**

The purpose of this review was to determine the extent to which syllabi for the following general education course types included designated outcomes from Marshall's Baccalaureate Degree Profile (BDP). Specifically, the University Assessment Committee reviewed syllabi for courses with critical thinking (CT), multicultural (MC), and international (INT) designations. We note that it is possible for courses to have CT and MC or CT and INT designations.

Our sample included 146 syllabi (59 with CT designations; 27 with MC designations; 14 with INT designations; 28 with CT+MC designations; and 18 with CT+INT designations). Thirty-nine (39) syllabi were either not uploaded to Marshall's syllabus repository (38) or not able to be opened (1). This left 107 syllabi (43 CT; 22 MC; 8 INT; 20 CT+MC; 14 CT+INT) for review.

Results showed that 33 (77%) of CT courses included the BDP's *Integrative Thinking* outcome. When counting CT courses that included MC or INT designations, 57 out of 77 (74%) included the *Integrative Thinking* outcome.

Results showed that 32 (74%) of CT courses included four additional outcomes from Marshall's BDP. When counting CT courses that included MC or INT designations, 54 out of 77 (70%) included these outcomes.

Marshall's General Education Council requires courses with *Multicultural Designations* to address these parts of Marshall's *Intercultural Thinking* outcome, "Students will evaluate generalizations about cultural groups and analyze how cultural groups might affect communication across cultures." Syllabi for courses with both CT and MC designations were significantly more likely to do this (13 out of 20; 65%) than were syllabi for courses with only MC designations (7 out of 22; 32%).

Likewise, Marshall's General Education Council requires courses with *International Designations* to address these parts of Marshall's *Intercultural Thinking* outcome, "Students will evaluate how specific approaches to global issues will affect multiple cultural communities or political institutions and untangle competing economic, religious, social, political, or geographical interests of cultural groups in conflict." Again, syllabi for courses with both CT and INT designations were significantly more likely to do this (7 out of 14; 50% for the first half of the outcome and 8 out of 14; 57% for the second half) than were syllabi for courses with only INT designations (2 out of 8; 25%).

**Discussion**

These results show that the faculty development conducted by the staff of the Center for Teaching and Learning has made a significant impact in preparing faculty to effectively teach courses with critical thinking (CT) designations. In so doing, the faculty have gained a deeper understanding of the importance of incorporating the university's *Integrative Thinking* and four additional outcomes for the BDP into their courses. We also note that, for at least the past two years, the General Education Council has recertified all CT courses originally approve five or more years ago and highlighted the outcome requirements for these courses. Multicultural (MC) and International (INT) designations at Marshall

University predate its current core curriculum and the BDP and these results show that faculty awareness regarding the importance of including the designated parts of the BDP's *Intercultural Thinking* outcome need to be better communicated.

### **Action Plan**

We will work with the General Education Council to begin the process of recertification for courses with MC and INT designations, emphasizing the importance of including the appropriate outcomes.

We are concerned that only 73% of the syllabi from our sample were properly uploaded to MU-BERT, Marshall's syllabus repository. We will remind deans and chairs of the importance of uploading syllabi to this repository.