



University Assessment Committee Meeting
Date: Monday, December 14, 2020; Time: 12:30 – 2:00 PM
Location: Microsoft Teams

Minutes

Members Present: Omar Attarabeen, Fulton Burns, Kim DeTardo-Bora, Loukia Dixon, April Fugett, Trish Gallagher, Andrew Gooding, Andy Hermansdorfer, Will Holland, Marty Laubach, Nicki LoCascio, Paula Lucas, Karen McComas, Ralph McKinney, Tim Melvin, Adam Russell, Asad Salem, Chris Sochor, and Mary Beth Reynolds

Members Absent: Yi-Po Chiu, Bonnie Lawrence, Sarah-Frances Lyon, Larry Sheret

1. Marty Laubach moved and Karen McComas seconded approval of the minutes from the October 1, 2020 meeting. The minutes were unanimously approved as submitted.
2. **Program assessment reports:** Mary Beth Reynolds thanked committee members who have completed evaluation of 2019-2020 assessment reports and asked those who have not to have them to her by the end of January 2021. Her hope is to provide feedback to programs by the end of January or February. Mary Beth shared with the committee that she reached out individually to chairs who had not completed 2019-2020 assessment reports. She told them she realized that, due to the effect the pandemic had on our operations and course delivery beginning in mid-March 2020, normal assessment practices may have been derailed. However, she asked that chairs/faculty provide at least qualitative information regarding improvement in student learning during 2019-2020. She reported that several additional reports have been submitted.

Mary Beth also shared the analysis of alignments each degree program was asked to make between its program student learning outcomes and the Baccalaureate Degree Profile (BDP) outcomes. She noted that, to date, 31 of 60 undergraduate programs have completed this mapping. The BDP consists of nine areas of learning, each of which has two to four distinct learning outcomes, for a total of thirty-two across the nine broad areas of learning. The only BDP learning outcome to which all 31 baccalaureate programs aligned at least one of its learning outcomes was *Communication Fluency: Students will develop cohesive written communications tailored to specific audiences*. She noted that more than half of the programs aligned at least one of their outcomes to all outcomes of communication fluency, information literacy, inquiry-based thinking, integrative thinking, and metacognitive thinking. In all, six of the thirty-two outcomes (one each for creative thinking, ethical and civic thinking, and quantitative thinking; and three for intercultural thinking) received alignments from fewer than half of the degree programs. Discussion ensued as to whether this is an issue. Loukia Dixon pointed out that not all programs have yet to complete their alignments, so these percentages continue to be in the process of change and Chris Sochor said that, when he works with faculty to make alignments in their online courses, some are familiar with the concept and others are not. Marty Laubach expressed concern that the BDP states that these are the outcomes all Marshall's graduates should demonstrate at the time of graduation and wondered if

we can make this claim if, for some students, they were only being addressed during their general education curriculum.

3. **General Education upload request follow-up:** Sadly, all college liaisons said that they had no response from faculty in their colleges concerning our request that faculty consider aligning summative assignments from upper-level degree program courses to BDP outcomes. This alignment allows student artifacts uploaded to the Assignment Module in Blackboard to become part of our university-wide assessment. We will need to improve communication with faculty concerning the importance of these alignments. Perhaps Chris Sochor's article in the January 2021 newsletter will help in this regard.
4. **Newsletter update:** Adam Russell said that the Assessment Newsletter will be published in January 2021. He thanked Kim DeTardo-Bora for her interview, which will appear in the newsletter. Chris Sochor's article (mentioned above) and Qualtrics contact information also will appear.
5. **General Education short report update:** Mary Beth gave an update on our progress regarding the status of short reports summarizing the work of the Summer Assessment Team. This led to further discussion because not all members appeared to be members of the "General Education Assessment" Team. Adam said he would investigate this issue and make sure everyone was a member. We also noted that there are ten channels within this team. They are: 1) Baseline/FYS; 2) BDP-ICT, CR, ECT; 3) BDP-INT, MCT, IL; 4) BDP-IBT, CT, QU; 5) Capstone; 6) Community Based Learning; 7) Critical Thinking; 8) Intercultural; 9) Multicultural; and 10) International. As a point of clarification, 2) BDP-ICT, CF, ECT stands for Baccalaureate Degree Profile-Intercultural Thinking, Communication Fluency, Ethical and Civic Thinking; 3) BDP-INT, MCT, IL stands for BDP-Integrative Thinking, Metacognitive Thinking, Information Literacy; and 4) BDP-IBT, CT, QU stands for BDP-Inquiry-Based Thinking, Creative Thinking, and Quantitative Thinking.
6. **WV Higher Education Assessment Council update:** Mary Beth noted that the WV Higher Education Assessment Council, which has representatives from each of WV's public four-year and two-year institutions of higher learning, met in November 2020. Several institutions have begun requiring degree programs to complete annual viability reports.
7. **Academic Performance Solutions (APS) update:** Continuing the thread from agenda item 6, Mary Beth shared that Marshall has been using APS (a product of the Education Advisory Board [EAB]) for the past year. She noted that we currently use it only for course analyses in program reviews. However, we are now working with EAB on program analytics. WVU is already using this platform for its program viability reports. While nothing has been decided and Marshall University will not make any decisions without involving the faculty (i.e., Faculty Senate, Graduate Council, University Assessment Committee, etc.), this tool has the potential to provide program chairs, faculty, and college deans with a method to help them track, and work to improve, program viability.
8. **Syllabus evaluations in spring:** Mary Beth shared that the committee will review syllabi from the College of Health Professions in spring 2021.
9. **Quality Initiative update:** Mary Beth provided a brief update regarding planning for Marshall's next HLC Quality Initiative. She shared that the four goals would involve reducing barriers experienced by students from underrepresented groups; encouraging collaboration among student organizations

consisting of students from different backgrounds/races (e.g., one student organization consisting primarily of Black students and another consisting or primarily White students); providing learning opportunities that encourage interrogating the meaning and necessity of civil discourse; and promoting outreach and engagement in the community through high impact educational practices.

10. **Assessment Day plans**-Mary Beth shared that Assessment Day, which consists of assessment related activities that occur from mid-March through mid-April, will likely consist of virtual and other online activities, surveys, etc. this spring. She noted that the university has asked that we no longer give gift cards as prizes. She asked members to think more about Assessment Day, which we will discuss further at our February meeting.
11. **Additional Business**: Mary Beth noted that, starting soon, we will be required to complete HLC screening forms for all new degree programs. She said that we already do this for new certificate programs.

We congratulated Dr. Andy Hermansdorfer on earning his doctoral degree!!

Loukia Dixon shared that her husband, Father John Dixon, is doing well following the TBI he experienced shortly before last Christmas. She also expressed, for I believe many faculty, her relief at surviving the first full semester of virtual courses. Trish Gallagher expressed agreement.

The meeting was adjourned at 1:55 PM.

Respectfully Submitted,

Mary Beth Reynolds