



University Assessment Report: Academic Year 2020-2021

Annual Program Assessment: 2019-2020

Assessment Committee reviewers evaluated a total of 93 assessment reports (45 undergraduate degree program, 33 graduate degree program, and 15 certificate program). The Assessment Office sent evaluation letters to each of these programs, which included comments from de-identified reviewers when these were available. Additionally, each program received a rubric outlining performance in the following areas – *Student Learning Outcomes; Assessment Measures; Findings; Action Plan; Status Report*. Almost all programs scored at level 3 for *Student Learning Outcomes*. Fifty-one percent (51%) of undergraduate degree programs scored at level 3 for *Assessment Measures*, with 40% of graduate certificate programs and 42% of graduate degree programs scoring at this level. Fewer than 50% of all programs scored at level 3 on *Assessment Findings*. Most programs included action plans and status reports. We must follow the status of these action plans over time.

Undergraduate Degree Program Report Findings

Trait/Level	Level 0	Level 1	Level 2	Level 2.5	Level 3	Total
Learning Outcomes			1 (2%)		44 (98%)	45
Assessment Measures		13 (29%)	8 (18%)	1 (2%)	23 (51%)	45
Findings	14 (31%)	1 (2%)	13 (29%)	2 (4%)	15 (33%)	45

Trait/Level	Not Present	Present or Not Needed	Total
Action Plans	4 (12%)	29 (88%)	33

Trait/Level	Not Present	Present for Some	Present for All	Total
Status Reports	8 (31%)	1 (4%)	17 (65%)	26

Graduate Certificate Program Report Findings

Trait/Level	Level 0	Level 1	Level 2	Level 2.5	Level 3	Total
Learning Outcomes					15 (100%)	15
Assessment Measures	1 (7%)	2 (13%)	6 (40%)		6 (40%)	15
Findings	6 (40%)		3 (20%)		6 (40%)	15

Trait/Level	Not Present	Present or Not Needed	Total
Action Plans		10 (100%)	10

Trait/Level	Not Present	Present for Some	Present for All	Total
Status Reports	5 (56%)		4 (44%)	22

Graduate Degree Program Report Findings

Trait/Level	Level 0	Level 1	Level 2	Level 2.5	Level 3	Total
Learning Outcomes					33 (100%)	33
Assessment Measures	2 (6%)	6 (18%)	10 (30%)	1 (3%)	14 (42%)	33
Findings	5 (15%)		10 (30%)		18 (55%)	33

Trait/Level	Not Present	Present or Not Needed	Total
Action Plans	2 (8%)	23 (92%)	25

Trait/Level	Not Present	Present for Some	Present for All	Total
Status Reports	9 (41%)		13 (59%)	22

General Education Assessment: 2020-2021

The Summer Assessment Team completed three assessments in May/June 2021. These included evaluation of a random sample of baseline assessments completed as part of UNI 100 in conjunction with fall 2020 Week of Welcome, followed by an evaluation of final assessments completed by the baseline sample at the end of FYS during fall 2020 and spring 2021. 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 the AAC&U Value rubric for *Written Communication* and an adapted AAC&U Value rubric for *Critical Thinking*. 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/2021/08/Comparison-of-Freshman-Baseline-with-First-Year-Seminar-Assessment-Results-2020-2021-optimized.pdf>

Baccalaureate Degree Profile Outcomes Assessment: <https://www.marshall.edu/assessment/files/2021/08/BDP-Outcomes-Assessment-2021-optimized.pdf>

Capstone Artifact Assessment: <https://www.marshall.edu/assessment/files/2021/08/Senior-Capstone-Assessment-2021-optimized1.pdf>

Program Review

We conducted comprehensive five-year reviews for fourteen (14) undergraduate programs, fourteen (14) graduate programs, one (1) undergraduate and eight (8) graduate 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 29, 2021.

Undergraduate Degree Programs	Recommendations
Computer Science-BS	Continue at Current Level
Environmental Science-BS	Continue at Current Level
Natural Resources and Recreation Management-BS	Continue at Current Level
Computer and Information Technology-BS	Continue at Current Level
Cyber Forensics and Security-BS	Continue at Current Level
Criminal Justice-BA	Continue at Current Level
Occupational Safety and Health-BS	Continue at Current Level
Journalism-BA	Continue at Current Level
English-BA	Continue at Current Level
Sport Management-BA	Continue at Current Level
Biomechanics-BS	Continue at Current Level
Exercise Science-BS	Continue at Current Level
Athletic Training-BS	Continue at Current Level
Physical Education-BA	Discontinue the Program: The program's previous areas of emphasis (sport management, exercise science, and athletic training) are now degree programs and the last student enrolled in the BA in Physical Education graduated in December 2020. Therefore, we recommend that this program be discontinued.

Graduate Degree Programs	Recommendations
Computer Science-MS	Continue at Current Level
Information Systems-MS	Transfer to the Lewis College of Business (LCOB) and merge with the MS in Technology Management to become one degree program. The LCOB has requested that all its programs undergo a comprehensive review in academic year 2022-2023. Therefore, this reconfigured program will undergo another comprehensive review in two years' time.
Technology Management-MS	Transfer to the Lewis College of Business (LCOB) and merge with the MS in Information Systems to become one degree program. The LCOB has requested that all its programs undergo a comprehensive review in academic year 2022-2023. Therefore, this reconfigured program will undergo another comprehensive review in two years' time.
Criminal Justice-MS	Continue at Current Level
Forensic Science-MS	Continue at Current Level. Additionally, the BOG's Academic and Student Affairs Committee recommends the university consider the feasibility of developing a doctoral program in Forensic Science.
Safety-MS	Merge with the MS in Environmental Science to become a new program in Environmental Safety and Health, with follow-up report to Graduate Council in November 2021.
Environmental Science-MS	Merge with the MS in Safety to become a new program in Environmental Safety and Health, with follow-up report to Graduate Council in November 2021.

Graduate Degree Programs	Recommendations
Journalism-MAJ	Continue with corrective action to increase program enrollment. The program's strategy will be to convert to a synchronous virtual delivery model. The program will submit a follow-up report to the Graduate Council in November 2021.
English-MA	Continue at Current Level
Health Informatics-MS	Continue with corrective action for the purpose of further developing the program, especially the program's assessment processes. The program will present an oral follow-up report to the Graduate Council in November 2021. The LCOB has requested that all its programs undergo a comprehensive review in academic year 2022-2023. Therefore, this program will undergo a comprehensive review in two years' time.
Sports Administration-MS	Continue at Current Level
Biomechanics-MS	Continue with corrective action for the purpose of increasing enrollment and graduation numbers. Additionally, the program must improve its assessment program. The program will submit a follow-up report to the Graduate Council in November 2021.
Exercise Science-MS	Continue at Current Level
Athletic Training-MS	Continue at Current Level

Undergraduate Certificate Program	Recommendation
Information Assurance	Continue at Current Level

Graduate Certificate Programs	Recommendations
Digital Forensics	Continue at Current Level
Information Security	Transfer from the Department of Applied Science and Technology to the Department of Computer Sciences and Electrical Engineering with corrective action to increase enrollment.
Technology Management	Transfer to the Lewis College of Business with corrective action to increase enrollment.
Digital Communications	Continue with corrective action to increase program enrollment. The program's strategy will be to convert to a synchronous virtual delivery model. The program will submit a follow-up report to the Graduate Council in November 2021.
Integrated Strategic Communications	Continue with corrective action to increase program enrollment. The program's strategy will be to convert to a synchronous virtual delivery model. The program will submit a follow-up report to the Graduate Council in November 2021.
Media Management	Continue with corrective action to increase program enrollment. The program's strategy will be to convert to a

Graduate Certificate Programs	Recommendations
	synchronous virtual delivery model. The program will submit a follow-up report to the Graduate Council in November 2021.
Data Analytics for Healthcare	Continue with corrective action for the purpose of further developing the program, especially the program’s assessment processes. The program will present an oral follow-up report to the Graduate Council in November 2021. The LCOB has requested that all its programs undergo a comprehensive review in academic year 2022-2023. Therefore, this program will undergo a comprehensive review in two years’ time.
Nursing Informatics	Continue with corrective action for the purpose of further developing the program, especially the program’s assessment processes. The program will present an oral follow-up report to the Graduate Council in November 2021. The LCOB has requested that all its programs undergo a comprehensive review in academic year 2022-2023. Therefore, this program will undergo a comprehensive review in two years’ time.

Academic and Students Affairs Committee: Additional Recommendations from 2020-2021 Program Reviews
Recommends that the School of Journalism and Mass Communications continue to explore viable options to keep high-end tech equipment that is industry-current for student hands-on experiences, i.e., sharing campus labs with other departments, redirecting student fees, taking advantage of state contract pricing, etc.
Recommends that, since the university uses a centralized model for advising and mentoring, the administration explore modifications or variations that will address unique needs for programs with high enrollment/low faculty ratios, e.g., for programs in the School of Kinesiology and some programs in the College of Science.
Recommends that the university explore the possibility of creating a new position for “marketing” to assist with recruitment. This position would focus on assisting colleges/divisions with special needs. A new position, a situational contract, or a temporary reassignment might be considered in view of the current fiscal climate.

Assessment Newsletter

The second assessment newsletter was published in spring 2021. It featured the Criminal Justice department’s assessment process and included updates on *Blackboard*, *Qualtrics*, and *Assessment Day*. It is available on the Assessment website at https://www.marshall.edu/assessment/files/2021/02/2003_OfficeofAssessment_DigitalNewsletter2021.pdf.

Assessment Day

Results for campus-wide surveys have been sent to originating offices and have been posted to the Assessment website. More information about Assessment Day activities is available at <https://www.marshall.edu/assessment/assessment-day-activity-details/> and at <https://www.marshall.edu/assessment/survey-results/>.

Graduation Surveys

Results of graduation surveys for academic year 2020-2021 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 spring 2021 syllabi from the College of Health Professions. The full report follows.



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Syllabus Assessment

Spring 2021

**67 Syllabi from College of Health
Professions**

Areas of Concern Identified in 2014

% (below 90%) in 2014 with results from 2015, 2016, 2017, 2018, and 2019

Syllabus Element	% of Syllabi - 2014	% of Syllabi – 2015	% of Syllabi – 2016	% of Syllabi – 2017	% of Syllabi-2018	% of syllabi-2019	% of syllabi-2021
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%	72%	99%
Link to University Policies	76%	75%	92%	92%	90%	90%	97%
Course Description from Catalog	82%	72%	87%	77%	90%	85%	82%
Schedule	84%	91%	90%	90%	89%	87%	97%
Location of Course	85%	82%	92%	92%	93%	87%	99%
Days and Times Course Meets	87%	85%	95%	94%	94%	91%	99%
Due Dates	87%	90%	92%	92%	91%	88%	97%

Findings

Most elements required by Marshall's BOB Syllabus Policy were present in syllabi reviewed from Marshall's College of Health Professions. We checked for the presence of nineteen required elements and seventeen (89%) of these elements were present across the sixty-seven syllabi reviewed at a rate of 97% or higher.

However, only 59 of 67 (88%) syllabi included an attendance policy and 55 of 67 (82%) included the course description from the most recent catalog.

Six of the eight syllabi that did not include an attendance policy were for electronic courses; however, electronic courses should include an attendance/participation policy.

All syllabi included a course description; however, the description on 12 syllabi did not match that in the university catalog. If faculty members feel the catalog description must be updated, they should inform the department's curriculum committee so that a formal "change of catalog description" can be forwarded through the university's faculty governance channels.