



University Assessment Report: Academic Year 2021-2022

Annual Program Assessment: 2020-2021

Assessment Committee members and the Assessment Office reviewed a total of 69 assessment reports. Forty-three (out of 63; 68%) undergraduate degree programs submitted reports for review; one report (the RBA) does not use Task Stream because, due to its nature as a degree completion program whose students do not take common courses, it follows a different assessment model than other programs. This resulted in data from 42 undergraduate degree programs. Marshall’s two undergraduate certificates did not submit assessment reports. Twenty-two graduate degree programs (out of 46; 48%) and five undergraduate certificate programs (out of 16; 31%) submitted reports. The Assessment Office sent evaluation letters to each of the programs reviewed, 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*. All programs scored at level 3 for *Student Learning Outcomes*. Sixty-seven percent (67%) of undergraduate degree programs scored at level 3 for *Assessment Measures*, with 80% of graduate certificate programs and 73% of graduate degree programs scoring at this level. Fewer than 65% of all programs scored at level 3 on *Assessment Findings*. The percentage of programs including action plans and status reports varied. 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					42 (100%)	42
Assessment Measures			14 (33%)		28 (67%)	42
Findings	3 (7%)		17 (41%)	3 (7%)	19 (45%)	42

Trait/Level	Not Present	Present	Total
Action Plans	9 (21%)	33 (79%)	42

Trait/Level	Not Present	Present for Some	Present for All	Total
Status Reports	17 (41%)	1 (2%)	24 (57%)	42

Graduate Certificate Program Report Findings

Trait/Level	Level 0	Level 1	Level 2	Level 2.5	Level 3	Total
Learning Outcomes					5 (100%)	5
Assessment Measures			1 (20%)		4 (80%)	5
Findings	6 (40%)		3 (20%)		6 (40%)	5

Trait/Level	Not Present	Present	Total
Action Plans		5 (100%)	5

Trait/Level	Not Present	Present for Some	Present for All	Total
Status Reports	2 (40%)		3 (60%)	5

Graduate Degree Program Report Findings

Trait/Level	Level 0	Level 1	Level 2	Level 2.5	Level 3	Total
Learning Outcomes					22 (100%)	22
Assessment Measures		1 (4%)	5 (23%)		16 (73%)	22
Findings	1 (4.5%)		6 (27%)	1 (4.5%)	14 (64%)	22

Trait/Level	Not Present	Present or Not Needed	Total
Action Plans	4 (18%)	18 (82%)	22

Trait/Level	Not Present	Present for Some	Present for All	Total
Status Reports	7 (32%)	2 (9%)	13 (59%)	22

General Education Assessment: 2021-2022

The Summer Assessment Team completed three assessments in May/June 2022. 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 2021 and spring 2022. Second, the team conducted an evaluation of random samples of student artifacts aligned to Marshall's Baccalaureate Degree Profile (BDP) outcomes *Intercultural Thinking*, *Ethical and Civic Thinking*, and *Communication Fluency*. 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/2022/06/Comparison-of-Freshman-Baseline-with-First-Year-Seminar-Assessment-Results-2021-202273.pdf>

Baccalaureate Degree Profile Outcomes Assessment: <https://www.marshall.edu/assessment/files/2022/06/BDP-Outcomes-Assessment-202277.pdf>

Capstone Artifact Assessment: <https://www.marshall.edu/assessment/files/2022/06/Senior-Capstone-Assessment-202210.pdf>

Program Review

We conducted comprehensive five-year reviews for eight (8) undergraduate programs, thirteen (13) graduate programs, eleven (11) graduate certificate programs, and two (2) 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. The following recommendations were approved by the Board of Governors on April 21, 2021.

Undergraduate Degree Programs	Recommendations
Psychology-BA	Continue with resource development. We recommend that the program’s one-year temporary position be converted to a one-year term position and that the program receive support to expand recruiting efforts.
Geology-BS	Continue at current level
Chemistry-BS	Continue with resource development. We recommend funding to support a replacement plan for laboratory equipment.
Early Childhood Education-BA	Continue with corrective action. We recommend that admission to the program be suspended for the next two years. During this time, program faculty will teach out currently enrolled students and keep the pre-school special needs emphasis. During these two years, faculty will work to revamp the program. During this period of suspended admissions, the program will alert all institutions with whom it has articulation agreements.
Elementary Education-BA	Continue at current level
Secondary Education-BA	Continue at current level
Mathematics-BS	Continue at current level
Physics-BS	Continue at current level

Graduate Degree Programs	Recommendations
Psychology-MA	Continue at current level
Psychology-PsyD	Continue with resource development. We recommend that additional physical space be provided to this program.
Chemistry-MS	Continue with corrective action. We recommend that the program develop a plan for optimizing enrollment to ensure degree program viability.
Mathematics-MA	Continue at current level
Physical and Applied Sciences-MS	Continue with corrective action. We recommend that the program develop a plan for optimizing enrollment to ensure degree program viability.
Leadership Studies-MA	Continue at current level
Adult and Continuing Education-MS	Continue at current level

Graduate Degree Programs	Recommendations
Doctor of Education-EdD	Continue with resource development. We recommend additional faculty, who already have been identified. These faculty are needed to ensure proper advising and mentoring of students during the doctoral dissertation process.
Education Specialist-EdS	Continue at current level
Education-MA	Continue at current level
Master of Arts in Teaching-MAT	Continue at current level
Counseling-MA	Continue at current level
School Psychology: EdS	Continue at current level

Graduate Certificate Programs	Recommendations
Behavioral Statistics	Continue at current level
Social Service and Attendance	Continue with corrective action to monitor enrollment and completion rates.
Early Childhood Education	Continue these four certificates with corrective action. All certificate programs, aligned with the areas of emphasis within the MA in Education, will develop a plan for students who complete the requisite coursework to enroll in, and receive, the appropriate graduate certificate.
Instructional Technology and Learning	
Elementary Mathematics Specialist	
Mathematics through Algebra I	
Program Evaluation	Sunset (discontinue) the program after all students have completed it.
School Library Media Specialist	Continue at current level
Teaching English as a Second Language	Continue with corrective action. We recommend that admission to this program be temporarily suspended while the program identifies an individual to focus on program improvement and marketing.
Post-Baccalaureate Teaching Certificate	Continue at current level
Violence, Loss, Trauma Counseling (VOLT)	Continue at current level.

Post-Master's Certificate Programs	Recommendations
Clinical Psychology	Continue at current level
School Principalship	Continue at current level

Assessment Newsletter

The third assessment newsletter was published in spring 2022. It featured the Communication Disorders department's assessment process and included updates on *the HLC Quality Initiative, administration of the National Survey of Student Engagement (NSSE) in spring 2022* and *Assessment Day*. It is available on the Assessment website at <https://www.marshall.edu/assessment/files/2022/02/2022-AssessmentNewsletter.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 2021-2022 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 2022 syllabi from the College of Liberal Arts. The full report follows.



Syllabus Assessment

Spring 2022

**113 Syllabi from College of Liberal
Arts**

Courses with CT, MC, and INT Designations

	CT Courses		Multicultural Courses		International Courses	
	Integrative Thinking	Four Additional BDP Outcomes	MC Outcome 1	MC Outcome 2	International Outcome 1	International Outcome 2
Yes	15 (68%)	14 (64%)	6 (67%)	6 (67%)	2 (67%)	2 (67%)
Partial	1	5	0	0	0	0
No	6	3	3	3	1	1
Total	22	22	9	9	3	3

Areas of Concern Identified in 2014

% (below 90%) in 2014 with results from 2015, 2016, 2017, 2018, 2019, 2021, and 2022

Syllabus Element	% of Syllabi - 2014	% of Syllabi – 2015	% of Syllabi – 2016	% of Syllabi – 2017	% of Syllabi- 2018	% of syllabi- 2019	% of syllabi- 2021	% of syllabi- 2022
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%	93%
Link to University Policies	76%	75%	92%	92%	90%	90%	97%	95%
Course Description from Catalog	82%	72%	87%	77%	90%	85%	82%	85%
Schedule	84%	91%	90%	90%	89%	87%	97%	93%
Location of Course	85%	82%	92%	92%	93%	87%	99%	96%
Days and Times Course Meets	87%	85%	95%	94%	94%	91%	99%	97%
Due Dates	87%	90%	92%	92%	91%	88%	97%	95%

Findings

Most elements required by Marshall's BOB Syllabus Policy were present in syllabi reviewed from Marshall's College of Liberal Arts. We checked for the presence of nineteen required elements and eighteen (95%) of these elements were present across the 110 syllabi reviewed at a rate of 93% or higher.

Ninety-three syllabi (85%) included a course description matching the university's catalog description. Of the remaining 17 syllabi, eight were missing a catalog description and, while the remaining nine included a description, it did not match that in the 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.

Twenty-two courses whose syllabi were reviewed were designated as CT courses. Fifteen of these syllabi included Integrative Thinking as a course outcome and 14 included four additional BDP outcomes.

Nine courses whose syllabi were reviewed were designated as multicultural courses. Six of these syllabi included the appropriate sections of the BDP's Intercultural Thinking learning outcomes.

Three courses whose syllabi were reviewed were designated as international courses. Two of these syllabi included the appropriate sections of the BDP's Intercultural Thinking learning outcomes.