



University Assessment Committee Meeting

Date: Monday, December 11; Time: 12:00 – 2:00 PM

Location: MSC Room 2W16 (Old SRC)

Minutes

Members Present: Diana Adams, Ginger Boles, Mehdi Esmailpour, Nandini Manne, Margaret McLaughlin, Kim DeTardo-Bora, Loukia Dixon, April Fugett, Tiffany Hartman, Brian Hoey, Marty Laubach, Tim Melvin, Larry Sheret, Le’Kesha Taylor, Susan Tusing, Adam Russell, Mary Beth Reynolds

Members Absent: Chris Atkins, Isaac Larison, Paula Lucas, Ralph McKinney, Alyssa Hudson

1. The meeting began with lunch and introductions. We welcomed new members Margaret McLaughlin, one of two members representing the College of Health Professions; Ms. Tiffany Hartman, representing Intercultural and Student Affairs; Ms. Le’Kesha Taylor, representing Housing and Residence Life; Dr. Mehdi Esmailpour, representing the College of Engineering and Computer Sciences; and Ms. Ginger Boles, representing the Physician Assistant Program within the Joan C. Edwards School of Medicine.
2. Marty Laubach moved, and Larry Sheret seconded approval of minutes from the October 6, 2023, meeting. The minutes were approved unanimously pending minor editorial corrections.
3. Mary Beth Reynolds reminded committee members that assessment report reviews due January 31. She noted that she and Tim Melvin need to work together on a rubric for the COEPD’s Specialized Program Accreditation (SPA) reports. The Council for Accreditation of Education Preparation (CAEP) requires these reports for all content areas offered within the College of Education and Professional Development. Since they are organized slightly differently than our typical annual assessment report template, the rubric we use for assessment reports does not work for them. Tim explained that each SPA report covers six to eight key assessments required for each of these programs.

Mary Beth reviewed a chart showing that submission of annual degree and certificate program assessment reports has declined since 2014-2015, with the lowest number of submitted reports occurring in 2021-2022 – the last year for which we have data. She said that she plans to meet with chairs from the three colleges with the lowest submission rates – Engineering and Computer Sciences; Liberal Arts; and Science – in January or February. She said she would like to enlist the support of each of these college’s representatives from the University Assessment Committee in this endeavor.

4. Mary Beth shared with everyone that Marshall will administer the National Survey of Student Engagement (NSSE) during Spring 2024. Survey invitations and reminders will be sent to first year and senior students on the following dates:
 - Thursday, February 15
 - Wednesday, February 21

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- Tuesday, February 27
- Monday, March 4
- Thursday, March 14

Survey administration closes on May 13. Students who complete the survey by Monday, April 8 will be placed into a prize drawing for the following prizes – two AirPods-Pro; two AirPods; 10 Marshall University T-Shirts.

Le’Kesha Taylor said that she would be able to text students in Housing & Residence Life to let them know to watch their emails regarding the survey and Tiffany Harman said that Intercultural & Student Affairs could use their app to push out notifications to students regarding the survey. Mary Beth said that, due to IRB regulations, we have to be sure we use language approved by NSSE’s IRB. She will check on this and get back to Le’Kesha and Tiffany regarding their suggestions. She did say that there would be publicity regarding NSSE and its importance before survey launch.

5. HLC Quality Initiative Update – Mary Beth noted that there will be two books that the campus community will be encouraged to read in spring 2024. They are, “The Harlan Renaissance: Stories of Black Life in Appalachian Coal Towns,” by William H. Turner and “Solito: A Memoir” by Javier Zamora. April Fugett, who led a campus committee that recommended a number of books for campus-wide reading and sent out a survey to the campus and surrounding community for input selected these books based on the feedback received. The spring semester will kick off with “Harlan Renaissance” author Dr. William H. Turner, giving a presentation on Wednesday, January 31 from 4:00 – 5:30 in the Drinko Atrium. This presentation will be accompanied by a book signing. Publicity will be out after the first of the year. We are still working on plans for a formal presentation or discussion about “Solito.”

Dr. Kateryna Schray organized highly successful diversity dinner groups during the fall semester. All dinners included conversation prompts and other activities. Feedback from each dinner was collected through Qualtrics using a QR code. Responses ranged from 28 to 17 per dinner. Dinner 1 featured cuisine from Peru and Brazil; dinner 2 showcased middle eastern cuisine and included informational handouts about the International Festival and Fall 2023 International Student Activities/Events; dinner 3 showcased Congolese cuisine, which included food from the Democratic Republic of the Congo; and dinner 4 was the farewell dinner with students invited to Halloween party.

Dr. Georgiana Logan continues to mentor student in our diversity living/learning community. We have seven students this year and during the fall semester we had five formal meetings. One meeting featured visitors Professor Burnis Morris and Dr. Rob Quicke, Chair of Communication Studies. Students also informally networked through GroupMe app. Second Year students acted as peer mentors for first year students.

We are continuing to negotiate with Zurich Insurance Company for review of our university policies for unintended bias. We are currently reviewing their last proposal.

Mary Beth shared a synopsis of the results of last spring’s Climate Survey. Based on a survey template from the Education Advisory Board (EAB), the survey was designed by April Fugett with assistance from Adam Russell. The report is appended to these minutes.

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The Fall semester Fairfield intern intends to return to that position in spring 2024 and HSTA Near-Peer mentors are working with HSTA clubs at Huntington High and Cabell Midland High Schools.

Brian Hoey, Dean of the Honors College, gave an update on the ways in which the Honors College has aligned its mission to ideals of the HLC Quality Initiative. He explained that, in addition to admitting new students on the basis of incoming standardized test scores, the college now offers a holistic admissions route. This route allows prospective students to explain why they want to be members of the honors college, what they hope to gain both intellectually and socially from this experience, and what they will contribute to the college. After two years, racial and ethnic diversity has increased in the college, making it a more diverse and inclusive community of scholars.

Brian noted that Honors 200, a course required of all honors students, is aligned with the central theme of the HLC Quality Initiative each year, with this year's theme being "building bridges." This class includes a common reading aligned to the theme. Towards the end of the semester, students and other members of the Marshall and surrounding community gather for a "Food for Thought" evening. During this evening, they have dinner with guided discussions around the theme-aligned reading.

6. Mary Beth told committee members that our next HLC Comprehensive Visit will take place on January 26 and 27, 2026. The assurance argument will have to be locked down by December 29, 2025. Susan Tusing said that she is in the process of collating all the evidence collected by the Summer 2023 Criterion Teams and writing a first draft of an assurance argument.

Mary Beth also let committee members know that the HLC conducted a multi-location review at Marshall earlier this semester. The reviewer visited the Bill Noe Flight School on November 1 and the South Charleston location on November 2. Following the visit, the HLC's letter said, in part, "As detailed in the report, the pattern of operations at the locations appears to be adequate and no further review or monitoring is necessary." Dr. Carl Mummert coordinated the review.

7. Mary Beth gave brief updates concerning the program review process, noting that we will have seven peer review teams on campus in January and February 2024, with an additional review conducted virtually. We are also anticipating that annual program health checks will begin in spring 2024. We are working with Institutional Research on the data needed for these reviews.
8. Mary Beth informed committee members that
 - Dean Bookwalter will chair a committee examining Marshall's current general education program to determine updates that may need to be implemented.
 - They should watch for an Assessment Newsletter in spring 2024.
 - We will evaluate syllabi in spring 2024 where one course section is offered face to face and another online.
9. Tiffany Hartman explained her process for conducting co-curricular assessment within Intercultural and Student Affairs. She will primarily assess the following programs within Week of Welcome. One example might be "Hazing Prevention." She has informed her staff that they must describe the assessment, explain what they learned from the assessment, and explain how they used what they had learned to make improvements. She also asked them to explain where they received help with the process.

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Le'Kesha Taylor said that assessment allows students to tell their story while living in housing. She also explained that there is a specific curriculum for the residence halls and that each part of the curriculum is intentionally aligned to learning outcomes. She is encouraging staff to work with students to use HerdLink to document their achievement of intended learning outcomes.

The meeting was adjourned at 2:00 PM.

Respectfully submitted,

Mary Beth Reynolds

Student Climate Survey Results: Spring 2023

Note: Number of responses ranged from a high of 1,396 to a low of 1,062

Important Findings

90% or Higher

Percentage of respondents who:

1. indicate that they are comfortable or very comfortable with being friends with a person:
 - whose race or ethnicity different from their own = 99%
 - with a physical disability = 98%
 - from a socioeconomic background different from their own = 97%
 - with mental health challenges = 96%
 - with an openly gay or bisexual man = 95% or woman = 94%
 - with religious beliefs different from their own = 95%
2. think all students at Marshall would be comfortable or very comfortable being friends with a person:
 - whose race or ethnicity is different from their own = 95%
 - from a socioeconomic background different from their own = 92%
 - with mental health issues = 90%
 - with an openly gay or bisexual woman = 90%
3. say they feel safe at Marshall = 91%.

80% or Higher

Percentage of respondent who:

1. believe that school leaders are visibly committed to fostering respect for diversity on campus = 89%
2. think that all students at Marshall would be comfortable or very comfortable being friends with:
 - An openly gay or bisexual man = 88%
 - A person with a physical disability = 87%
 - A person with religious views different from their own = 82%
3. believe that diversity is:
 - fully embraced within the campus culture = 87%
 - reflected in the student body = 86%
 - reflected in the faculty = 85%
4. say that they would be comfortable or very comfortable being friends with
 - an openly transgender man, woman, or non-binary individual = 87%
 - an individual with political views different from their own = 84%
5. say they have access to at least one faculty or staff member whom they trust and who can connect them with information or support they may need, regardless of the issue they face = 87%
6. say that faculty are genuinely concerned about their welfare = 85%
7. feel that Marshall University is welcoming and accessible to:
 - people who identify as Gay, Lesbian, Asexual, Pansexual, or Questioning = 85%; Note: 12% were unsure.
 - people from Christian religions = 82%; Note: 12% were unsure.
 - International Students = 82%; Note: 16% were unsure.
 - People with mental health conditions = 80%; Note: 13% were unsure

Student Climate Survey Results: Spring 2023

8. believe that:
- all students feel welcome and supported at Marshall, regardless of their background or identity = 82%
 - Marshall provides enough programs that promote meaningful interaction between students from different cultures = 82%
 - there are enough opportunities on campus for students to gain knowledge about their own cultural communities = 81%

Other Questions

1. The following percentages of respondents feel that the communities they belong to are appropriately represented in these areas at Marshall:
 - Communications = 86%
 - Events = 86%
 - Student Organizations = 86%
 - Student Body = 86%
 - Faculty = 83%
 - Staff = 83%
 - Recruiting = 80%
 - Curriculum = 79%
 - Interestingly, 28% said that they felt the communities they belong to are missing completely from Marshall.
2. The following percentages of respondents feel that issues of diversity and inclusion are adequately addressed in the following areas at Marshall:
 - In student organizations = 87%
 - In the school mission = 83%
 - By faculty = 82%
 - In class = 82%
 - In school communication = 82%
 - By school leadership = 79%
 - In the curriculum = 73%

Concerns

Harassment and Discrimination

1. 43% of respondents reported not understanding Marshall's formal procedures to address complaints of harassment or discrimination.
2. 38% of respondents reported feeling they have to hide some aspects of their identity to fit in at Marshall.
3. 38% of respondents reported not knowing how to report an incident of harassment or discrimination at Marshall.
4. 38% of respondents reported not knowing where to access Marshall's harassment and discrimination policy.
5. 37% of respondents reported not knowing where to get help if they or a friend experienced harassment or discrimination.
6. 34% of respondents reported not being confident that Marshall would administer the formal procedures to fairly address reports of harassment or discrimination.

Student Climate Survey Results: Spring 2023

Serious Conversations and Socializing

1. Percentage of respondents who reported **having serious conversations** with the individuals from groups different from their own **only occasionally or rarely**:
 - Race or Ethnicity = 52%
 - International Students = 70%
 - Sexual Orientation = 45%
 - Religious Beliefs = 47%
 - Political Views = 50%
 - Socioeconomic Status = 47%

2. Percentage of respondents who reported **socializing** with the individuals from groups different from their own **only occasionally or rarely**:
 - Race or Ethnicity = 33%
 - International Students = 58%
 - Sexual Orientation = 32%
 - Religious Beliefs = 35%
 - Political Views = 40%

Miscellaneous Information

1. 19% of respondents said they had seriously considered leaving Marshall. The reason given most often was struggling with mental health challenges, with financial struggles and not feeling close to anyone trailing behind. (*Note: Respondents could choose more than one reason*).
2. Respondents indicated that they had learned about many diversity topics, with the highest number of students indicating race and ethnicity, sexual orientation, and gender identity. (*Note: Respondents could choose more than one diversity topic*).
3. Responses to the question, "How did you primarily learn about, or become more aware of, diversity?" were varied with the highest number of responses being 1) in class (33%); 2) talking with friends (22%); and 3) from media in general (19%).
4. Respondents indicated that they hear about activities on campus that promote diversity and inclusion several times to at least once per semester (85%), but 68% indicated that they attended these events rarely (34%) or never (34%).
5. 58% of respondents indicated that they primarily interact with students from backgrounds and identities different than their own in class, with 13% indicating they do so at informal gatherings.
6. In response to a question as to reasons why the respondent might hesitate to engage with other students who are different from themselves, the most frequently given responses were (*Note: respondents were asked to indicate all that apply*):
 - I'm afraid that I may say something that could be perceived to be offensive or uninformed (528 responses).
 - I don't feel any discomfort interacting with peers who are different from me (397 responses).
 - I don't know what to talk about (326 responses).