University Assessment Report:

Academic Year 2024-2025

Annual Program Assessment: 2023-2024

Assessment Committee members and the Assessment Office reviewed a total of 75 assessment reports. Thirty-six (out of 59; 61%) undergraduate degree programs (in some cases majors within a degree program) submitted reports for review. We note that four undergraduate programs that did not submit separate assessment reports completed their five-year comprehensive program reviews, which included information about assessment of student learning. Twenty-six graduate degree programs (out of 52; 50%), and thirteen graduate and post-master's certificate programs (out of 25; 52%) submitted reports. We note that seven graduate programs that did not submit separate assessment reports have programmatic accreditation and six underwent their five-year comprehensive program reviews, which included information about assessment of student learning. 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*. Scoring statistics are provided in the charts below.

Undergraduate Degree Program Report Findings

Trait/Level	Level 0	Level 1	Level 2	Level 2.5	Level 3	Total
Learning Outcomes			2 (6%)		34 (94%)	**36**
Assessment Measures			7 (19%)	1 (3%)	28 (78%)	**36**
Findings			9 (26%)	2 (6%)	24 (69%)	**35 ****

Note: ** The BA in Early Childhood Education is no longer accepting students, so reported no findings.

Trait/Level	Not Present	Present	Total
Action Plans	5 (14%)	30 (86%)	**35**

Trait/Level	Not Present	Present for Some	Present for All	Total
Status Reports	9 (26%)	5 (14%)	21(60%)	**35**

University Assessment Report: Academic Year 2024-2025

Graduate and Post-Master's Certificate Program Report Findings

Trait/Level	Level 0	Level 1	Level 2	Level 2.5	Level 3	Total
Learning Outcomes					13 (100%)	**13**
Assessment Measures			1(8%)		12 (92%)	**13**
Findings			3 (25%)	1 (8%)	8 (67%)	**12**

** No students were enrolled in one program.

Trait/Level	Not Present	Present	Total
Action Plans		8 (100%)	**8**

**Please note: These were not requested from four CAEP SPA Reports

Trait/Level	Not Present	Present for Some	Present for All	Total
Status Reports	2 (25%)	1 (13%)	5 (63%)	**8**

**Please note: These were not requested from four CAEP SPA Reports

Graduate Degree Program Report Findings

Trait/Level	Level 0	Level 1	Level 2	Level 2.5	Level 3	Total
Learning Outcomes					26 (100%)	**26**
Assessment Measures		2 (8%)	2 (8%)	1 (4%)	21 (81%)	**26**
Findings		2 (8%)	4 (15%)	2 (8%)	18 (69%)	**26**

Trait/Level	Not Present	Present or Not Needed	Total
Action Plans	3 (14%)	19 (86%)	**22**

**Please note: These were not requested from four CAEP SPA Reports

Trait/Level	Not Present	Present for Some	Present for All	Total
Status Reports	4 (18%)	1 (5%)	17 (77%)	**22**

**Please note: These were not requested from four CAEP SPA Reports

General Education Assessment: 2024-2025

The Summer Assessment Team completed three assessments in May/June 2025. These included evaluation of a random sample of baseline assessments completed as part of UNI 100 in conjunction with fall 2024 Week of Welcome, followed by an evaluation of final assessments completed by the baseline sample at the end of FYS during fall 2024. Unfortunately, we could not access artifacts FYS artifacts that were submitted in spring 2025 due to an access error in Blackboard Outcomes.

Second, the team conducted an evaluation of random samples of student artifacts aligned to Marshall's Baccalaureate Degree Profile (BDP) outcomes *Intercultural Thinking*, *Ethical & Civic Thinking*, and *Communication Fluency*.

University Assessment Report: Academic Year 2024-2025

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*.

Additionally, faculty from the English Department assess written communication abilities of students in composition classes and faculty from the Communication Studies Department assess oral communication abilities of students in the basic public speaking courses. Comprehensive reports are available at this link: General Education Assessment Reports – Assessment & Quality Initiatives.

Specific reports for each assessment are found at these links:

Baseline/FYS assessment: Comparison-of-Freshman-Baseline-with-First-Year-Seminar-Assessment-Results-2024-2025-optimized.pdf

Baccalaureate Degree Profile Outcomes Assessment: BDP-Outcomes-Assessment-2025-Final-optimized13.pdf
Capstone Artifact Assessment: Senior-Capstone-Assessment-2025-optimized.pdf

Written Communication Assessment: Preview

Oral Communication Assessment-2023-2024: CMM-103-Assessment-2023-2024.pdf

Program Review

We conducted comprehensive five-year reviews for fifteen (15) undergraduate programs, fifteen (15) graduate programs, and three (3) graduate certificate programs. Programs, in conjunction with the Offices of Academic Affairs and Institutional Research and Planning, completed these reports using Taskstream by Watermark. The University's Academic Planning Committee reviewed all undergraduate programs, and the Graduate Council reviewed all graduate programs. All programs that did not have programmatic accreditation also underwent peer review. Following these reviews, Marshall's provost and president reviewed each report. The following recommendations were approved by the Board of Governors on April 9, 2025.

Undergraduate Degree Programs: Associate Degree Level	Recommendations
Nursing-ASN	Continue at current level
Medical Laboratory Technology-AAS	Develop or expand the program due to demand • Add one new faculty member to the Clinical Laboratory Science Department due to expected enrollment growth and curriculum and program development.

Undergraduate Degree Programs: Baccalaureate Degree Level	Recommendations
Biomedical Engineering-BSBME	Continue at current level
Civil Engineering-BSCE	Continue at current level
Communication Disorders-BS	Continue at current level

University Assessment Report: Academic Year 2024-2025

Undergraduate Degree Programs: Baccalaureate Degree Level	Recommendations
Communication Studies-BA	Continue at current level
Dietetics-BS	Continue at current level
Electrical and Computer Engineering-BSEE	Develop or expand the program due to demand • Due to increasing demand for graduates in WV, we recommend additional faculty resources and increased marketing for the program.
Engineering-BSE	Continue at current level
Mechanical Engineering-BSME	Continue at current level
Medical Imaging-BS	Continue at current level
Medical Laboratory Science-BS	Develop or expand the program due to demand • Add one new faculty member to the Clinical Laboratory Science Department due to expected enrollment growth and curriculum and program development.
Nursing-BSN	Continue at current level
Respiratory Care-BS	Continue at current level
Social Work-BSW	Continue at current level

Graduate Degree Programs: Master's Degree Level	Recommendations
Biomedical Research-MS	Consolidate this program with the MS in Clinical and Translational Science. We recommend that the consolidated program retain the name "MS in Biomedical Research" and consist of three areas of emphasis to include 1) Biomedical Sciences; 2) Data and Clinical Informatics; and 3) Clinical Trials.
Clinical and Translational Science-MS	Consolidate this program with the MS in Biomedical Research. We recommend that consolidated program use the name "MS in Biomedical Research" and consist of three areas of emphasis to include 1) Biomedical Sciences; 2) Data and Clinical Informatics; and 3) Clinical Trials.
Communication Disorders-MS	Continue at current level
Communication Studies-MA	Continue at current level
Dietetics-MS	Continue at current level
Electrical and Computer Engineering-MSEE	Consolidate the Electrical and Computer Engineering-MSEE program with the Engineering-MSE program by adding ELECTRICAL AND COMPUTER ENGINEERING as a MAJOR with the Engineering-MSE program.
Engineering-MSE	Consolidate this program by adding two low enrolled degree programs as majors within this program. This will result in the following configuration for the Engineering-MSE: • Major 1 = Environmental/Civil Engineering • Major 2 = Engineering Management • Major 3 = Electrical and Computer Engineering • Major 4 = Mechanical Engineering

University Assessment Report: Academic Year 2024-2025

Graduate Degree Programs: Master's Degree Level	Recommendations
Mechanical Engineering-MSME	Consolidate the Mechanical Engineering-MSME program with the Engineering-MSE program by adding MECHANICAL ENGINEERING as a MAJOR with the Engineering-MSE program.
Nursing-MSN	Continue at current level
Physician Assistant-MMS	Improve the program through advancements in efficiency, quality, productivity, and focus. • Achieve full accreditation from the program's accreditor – the Accreditation Review Commission on Education for the Physician Assistant, Inc, (ARC-PA) • Maintain the necessary cadre of faculty, as well as learning and clinical experiences, to maintain full accreditation • Maintain student pass rates on the Physician Assistant National Certifying Examination (PANCE) at or above the national average • Finalize the program director search
Public Health-MPH	Continue at current level
Social Work-MSW	Continue at current level

Graduate Degree Programs: Doctoral Degree Level	Recommendations
Biomedical Research-PhD	Continue at current level
Medicine-MD	Continue at current level
Nursing-DNP	Continue at current level

Post-Master's Certificate Programs	Recommendations
Family Nurse Practitioner	Continue at current level
Nursing Administration	Discontinue the program, which currently has no enrollment
Nursing Education	Discontinue the program, which currently has no enrollment

Additional Recommendation for the College of Engineering and Computer Sciences
Due to the growth of its academic programs, including the PhD in Engineering in fall 2024, and research in the College of Engineering and Computer Sciences (CECS), we recommend that the university re-evaluate the space allocation for the CECS. Special consideration should be given to the Power Lab in Gullickson Hall, which is currently subject to flooding.

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 Assessment Day Activity Details – Assessment & Quality Initiatives and at Assessment Day Survey Results – Assessment & Quality Initiatives.

University Assessment Report: Academic Year 2024-2025

Dual Credit Syllabus Review

A total of 51 course syllabi from dual credit courses were reviewed in spring 2025. The main purpose of this review was to evaluate whether (or not) syllabi from dual credit courses included all elements required by University Policy No. UPAA-3-Course Syllabus.

Of the total syllabi (51) reviewed we found the following number (and percentage) of syllabi that included each required item:

Course Name	Course Number	Instructor's Name	Instructor's Contact Information	List of Required and/or Recommended Texts
41/51 = 80%	50/51 = 98%	50/51 = 98%	49/51 = 96%	50/51 = 98%
Attendance Policy	**Grading Policy**	**Due Dates for Assignments**	**Catalog Course Description**	**Student Learning Outcomes**
42/51 = 82%	45/51 = 88%	42/51 = 82%	43/51 = 84%	48/51 = 94%
Course Schedule	**Assessment Grid**	**Link to University Policies**	**Semester Taken**	
35/51 = 69%	39/51 = 76%	35/51 = 69%	40/51 = 78%	

Of the fourteen syllabus elements examined, five (36%) were included in 90% or more of the 51 syllabi reviewed; five (36%) in 80 to 89% of the syllabi; and four (28%) in fewer than 80% of the syllabi. The four elements that fell below the 80% threshold were **1) the semester the course was taken (78%); 2) the Assessment Grid (76%); 3) the link to university policies and the course schedule (69% each).**

Although most dual credits are taught in high schools, making some of the university's required elements (e.g., office hours, course location) which were not included in this analysis, not applicable, it is important to note the semester the course was taken, largely for transfer purposes. Since dual credit courses are Marshall University courses, students should be made aware of university policies. All students should be made aware of the course schedule, which helps them to plan their semester, and finally, the assessment is an important tool for both instructors and students. It specifies the opportunities students will have to practice the course's learning outcomes and to receive instructor feedback. This is often referred to as formative assessment. Finally, it lets the students know how their performance on each outcome will be assessed, also known as summative assessment.