

### University Assessment Committee Meeting

**Date: Monday, May 12, 2025; Time: 12:00 – 2:00 PM (Note lunch will be from 12:00-12:30 – the meeting will start directly after)**

**Location: Memorial Student Center, Room 2W-16 (Old Student Resource Center Conference Room)**

### Agenda

1. Lunch
2. Approval of minutes from the February 12, 2025 meeting.
3. Annual Assessment Report reminders and update on Planning and Self Study
4. Update on *Creative Thinking* Rubric and General Education Assessment
5. Assessment Day results – still working on some, but most have been posted  
<https://www.marshall.edu/assessment/survey-results/>
6. Program Review recommendations (attached)
7. HLC Quality Initiative Update <https://www.marshall.edu/hlc-qi/>
  - Marshall Artist Series *Masters at Marshall* will feature Javier Zamora – November 6
  - ILLC continues in fall
8. HLC 2025-2026 Comprehensive Visit Planning
  - Next comprehensive review visit dates – January 26 and 27, 2026. Assurance Argument must be locked by December 29, 2025. Watch for information in newsletter.
9. Announcements



**University Assessment Committee Meeting**  
**Date: Wednesday, February 12, 2025; Time: 1:00 – 2:30 PM**  
**Location: Virtual Meeting via Microsoft Teams**

**Minutes**

**Members Present:** Chris Atkins, Alissa Davis, Nandini Manne, Brian Hoey, Paula Lucas, Tiffany Hartman, Margaret McLaughlin, Kim DeTardo-Bora, Loukia Dixon, Diana Adams, Drew Stephenson, Adam Russell, Tim Melvin, Larry Sheret, Susan Tusing, and Mary Beth Reynolds

**Members Absent:** Mehdi Esmaeilpour, Ben Spurlock, April Fugett, Amanda Meadows, Le’Kesha Taylor,

**Members Needed:** COLA representative

1. We welcomed a new member, Alissa Davis, who represents the Student Government Association. She introduced herself to the group and all the members in attendance introduced themselves to her.
2. Brian Hoey made a motion, seconded by Susan Tusing, that the minutes of the December 16, 2024 meeting be approved. The minutes were approved unanimously as submitted.
3. Mary Beth Reynolds told committee members that our spring syllabus review would be of dual credit courses. Brian Morgan has added a tag in MUBERT that makes it easy to identify dual credit courses and for reviewers to access them. There are 48 unique courses and 70 unique instructors, so the number each committee member will be asked to review will be relatively low this year. Mary Beth also said she will customize the review sheets depending on whether the course has any general education attributes, such as *Critical Thinking*, *Multicultural*, or *International*.
4. Mary Beth told the group she is currently working on getting feedback to the programs regarding last year’s assessment reports. So far, she has finished Lewis College of Business. She emphasized that Assessment Committee reviewers’ comments, which are deidentified when sent to the programs, are very helpful.
5. Mary Beth said she now has several names of people to contact to update the *Creative Thinking* rubric and will contact them soon.
6. Mary Beth shared an overview of results from the *National Survey of Student Engagement (NSSE)* from 2010 to the present. These results show that, beginning with the spring 2011 administration, our first-year student responses indicated that they perceived the level of academic challenge at Marshall to be more rigorous than they had in past years. This result has been sustained since then, with some minor concern with the first-year students’ responses in spring 2024. However, first-year

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students' responses to questions in the category of *Campus Environment* improved significantly in the 2022 and 2024 administrations than those for previous years.

Chris Atkins brought us up to date regarding progress of the committee working to revise Marshall's general education program. The target date for launch of the revised general education program is fall 2026. The program has been developed to ensure that students will have coursework and other experiences to meet learning outcomes of five primary pillars. These are 1) Communication Competency, 2) Durable Skills, 3) Problem Solving, 4) Responsible Citizenship, and 5) Technical and Information Literacy.

We also reviewed some select findings from our student climate surveys. Results show that students who responded that they had seriously considered leaving Marshall University also reported struggling with mental health issues. Tiffany Hartman suggested it would be a good idea to add a question about whether (or not) students attended Week of Welcome and/or were members of student organizations. Drew Stephenson added that feedback he has received from first-year students suggests that at least 90% of them indicate that making friends is important to them. Loukia Dixon talked about a conversation club that students majoring in communication disorders had had with international students.

7. Mary Beth asked committee members to remind their constituents to consider conducting indirect assessments of student learning, e.g., focus groups or surveys, from mid-March through early April in conjunction with Assessment Day activities. She noted that, as in previous years, students who participate in Assessment Day activities may be entered into prize drawings.
8. Paula Lucas asked about the requirements for external peer review for program reviews. Mary Beth said that she does not envision bringing in peer reviewers for certificate programs. However, graduate programs that are not accredited, even if cognate undergraduate programs are accredited, will still need peer review. The process is that we ask programs to provide names for potential peer reviewers and typically select from among the names given. That does not preclude bringing in someone whose name was not suggested, although this tends to happen when those suggested are not able to commit to a peer review.
9. Mary Beth encouraged committee members to attend the last presentation aligned with one of our books for campus-wide reading. Javier Zamora, author of his award-winning memoir *Solito*, will give two presentations in the form of moderated conversations on Thursday, March 6. The first will be at 4:00 and is free and open to all Marshall students. Faculty wishing their classes to attend should reach out to Penny Watkins, Executive Director of the Marshall Artist Series with the names of students who will attend. She will distribute tickets three weeks in advance of the event. The second will take place the same day at 7:30. Both conversations will be moderated by Marshall's provost, Dr. Avi Mukherjee; Executive Director of the John Deaver Drinko Academy and Professor of History, Dr. Montserrat Miller; and WSAZ's Mr. Tim Irr.

Brian Hoey also encouraged committee members to inform their students about the upcoming TedX event, which will take place on Saturday, March 8. For the past three years the TedX events have

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been centered on the themes of the HLC Quality Initiative, with this year's theme being *Beyond Borders*. This will dovetail nicely with Javier Zamora's presentation too.

10. Susan Tusing, who is the university's chief writer for our HLC assurance argument, updated committee members on her progress and projected timeline. She will soon upload the document to Watermark, which will allow the campus community to read it and access evidence files. This will be important for campus-wide feedback. This summer, she will work with Brian Morgan, Vice President for Institutional Research and Planning and Chief Data Officer, to complete the federal compliance report. The assurance argument will be submitted to the HLC in December 2025.

The meeting was adjourned around 2:30 PM.

Respectfully submitted,

*Mary Beth Reynolds*

## Outcomes of Marshall's Baccalaureate Degree Profile

**Creative Thinking:** Students will **demonstrate strategies and skills** in a particular domain, **outline** multiple divergent solutions to a problem, **explore** and **develop** risky or controversial ideas, and **synthesize** ideas/expertise to **generate** innovations.

<b>Traits: Performance Indicators/Performance Levels</b>	<b>N/A</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Acquiring Competencies:</b> <b>Demonstrates</b> strategies and skills in a particular domain.	N/A to this assignment	When given an assignment, successfully <b>selects</b> an appropriate exemplar.	When given an assignment, successfully <b>reproduces</b> an appropriate exemplar to their own specifications.	<b>Adapt</b> an entirely new object, solution or idea that is appropriate to the domain.	<b>Creates</b> an entirely new object, solution or idea that is appropriate to the domain.
<b>Ambiguities &amp; Possibilities:</b> <b>Outlines (or considers)</b> multiple divergent solutions to a problem.	N/A to this assignment	<b>Outlines</b> (or <b>considers</b> ) a single solution to a problem, either feasible or infeasible.	<b>Outlines</b> (or <b>considers</b> ) more than one solution and <b>rejects</b> less acceptable approaches to solving the problem.	Having <b>selected</b> from among alternatives, <b>develops</b> a logical, consistent plan to solve the problem.	Not only <b>develops</b> a logical, consistent plan to solve the problem, but <b>recognizes consequences</b> of the solution and <b>articulates reason</b> for choosing the solution.
<b>Risk Taking:</b> <b>Explores</b> and <b>develops</b> risky or controversial ideas.	N/A to this assignment	<b>Explores</b> , but does not <b>develop</b> risky or controversial ideas. <b>OR</b> Stays strictly within the guidelines of the assignment.	<b>Explores</b> risky or controversial ideas and <b>develops</b> these ideas, but only in a superficial manner. <b>OR</b> <b>Considers new directions</b> or approaches without going beyond the guidelines of the assignment.	<b>Explores</b> risky or controversial ideas and <b>develops</b> these ideas in some depth. <b>OR</b> <b>Incorporates new directions</b> or approaches to the assignment in the final product.	<b>Explores</b> risky or controversial ideas, and thoroughly <b>develops</b> these ideas. <b>OR</b> Actively <b>seeks out</b> and <b>follows through</b> on untested and potentially risky directions or approaches to the assignment in the final product.
<b>Innovative Thinking:</b> <b>Generates innovations (novel/unique).</b>	N/A to this assignment	<b>Reformulates</b> a collection of available ideas.	<b>Experiments</b> with creating a novel or unique idea, question, format, or product.	<b>Creates</b> a novel or unique idea, question, format, or product.	<b>Extends</b> a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.
<b>Connecting, Synthesizing, Transforming:</b> <b>Synthesizes ideas or solutions.</b>	N/A to this assignment	<b>Recognizes</b> existing connections among ideas or solutions.	<b>Connects</b> ideas or solutions in novel ways.	<b>Synthesizes</b> ideas or solutions into a coherent whole.	<b>Transforms</b> ideas or solutions into entirely new forms.

Some wording taken or adapted from AAC&U Creative Thinking Value Rubric This rubric was created using the Association of American Colleges and Universities (AAC&U) Creative Thinking VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>

Marshall University Creative Thinking Task Force Members: Dr. Shannon Miller-Mace, Professor Sandra Reed, Dr. Rachael Peckham, and Dr. Kevin Levine

**Marshall University Board of Governors**  
**Meeting of April 9, 2025**

**ITEM:** Review and Approval of the following Program Review Recommendations:

**COMMITTEE:** Academic and Student Affairs

**RECOMMENDED ACTION:** *Resolved*, that the Marshall University Board of Governors approve the 2024-2025 Academic Program Review Recommendations

**STAFF MEMBER:** Avinandan Mukherjee  
Provost & Senior Vice President for Academic Affairs

**BACKGROUND:**

The Office of Academic Affairs recommends the following actions based upon the Academic Program Review of scheduled programs for 2024-2025.

<b>Undergraduate Degree Programs: Associate Degree Level</b>	<b>Recommendations</b>
Nursing-ASN	Continue at current level
Medical Laboratory Technology-AAS	Develop or expand the program due to demand <ul style="list-style-type: none"><li>Add one new faculty member to the Clinical Laboratory Science Department due to expected enrollment growth and curriculum and program development.</li></ul>

<b>Undergraduate Degree Programs: Baccalaureate Degree Level</b>	<b>Recommendations</b>
Biomedical Engineering-BSBME	Continue at current level
Civil Engineering-BSCE	Continue at current level
Communication Disorders-BS	Continue at current level
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 <ul style="list-style-type: none"><li>Due to increasing demand for graduates in WV, we recommend additional faculty resources and increased marketing for the program.</li></ul>
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 <ul style="list-style-type: none"><li>Add one new faculty member to the Clinical Laboratory Science Department due to expected enrollment growth and curriculum and program development.</li></ul>
Nursing-BSN	Continue at current level
Respiratory Care-BS	Continue at current level
Social Work-BSW	Continue at current level

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<b>Graduate Degree Programs: Master's Degree Level</b>	<b>Recommendations</b>
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: <ul style="list-style-type: none"> <li>• Major 1 = Environmental/Civil Engineering</li> <li>• Major 2 = Engineering Management</li> <li>• Major 3 = Electrical and Computer Engineering</li> <li>• Major 4 = Mechanical Engineering</li> </ul>
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. <ul style="list-style-type: none"> <li>• Achieve full accreditation from the program's accreditor – the Accreditation Review Commission on Education for the Physician Assistant, Inc, (ARC-PA)</li> <li>• Maintain the necessary cadre of faculty, as well as learning and clinical experiences, to maintain full accreditation</li> <li>• Maintain student pass rates on the Physician Assistant National Certifying Examination (PANCE) at or above the national average</li> <li>• Finalize the program director search</li> </ul>
Public Health-MPH	Continue at current level
Social Work-MSW	Continue at current level

<b>Graduate Degree Programs: Doctoral Degree Level</b>	<b>Recommendations</b>
Biomedical Research-PhD	Continue at current level

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<b>Graduate Degree Programs: Doctoral Degree Level</b>	<b>Recommendations</b>
Medicine-MD	Continue at current level
Nursing-DNP	Continue at current level

<b>Post-Master's Certificate Programs</b>	<b>Recommendations</b>
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.