University Assessment Committee Meeting
Date: Monday, December 16, 2024; Time: 12:00 – 2:00 PM
Location: MSC Room 2W16-B-Student Resource Center Conference Room or Microsoft Teams

Minutes

Members Present: Ben Spurlock, Margaret McLaughlin, Kim DeTardo-Bora, Loukia Dixon, Diana Adams, Mehdi Esmaeilpour, Drew Stephenson, Adam Russell, Tim Melvin, Larry Sheret, Susan Tusing, and Mary Beth Reynolds

Members Absent: Chris Atkins, Nandini Manne, April Fugett, Paula Lucas, Tiffany Hartman, Amanda Meadows, Brian Hoey, Le'Kesha Taylor, Alissa Davis

Members Needed: COLA representative

1. The meeting started with lunch, followed by introductions. We welcomed new member Ben Spurlock, Interim Director of the Physician Assistant Program and representing the Joan C. Edwards School of Medicine.

2. Loukia Dixon made a motion, seconded by Larry Sheret, that the minutes of the April 29, 2024 meeting be approved and Kim DeTardo-Bora made a motion, seconded by Loukia Dixon, that the minutes of the October 7, 2024 meeting be approved. The minutes for both meetings were approved unanimously.

3. Mary Beth Reynolds thanked those members who have already submitted reviews of their assigned 2023-2024 assessment reports and reminded those who have not yet submitted reviews that these are due January 31. She shared with committee members that she, Adam Russell, and staff members from Instructional Technology have worked with Watermark to move from our current assessment system, *Taskstream*, to their upgraded system, *Planning and Self-Study*. We have finished our onboarding sessions and Adam is working to enter each of Marshall's degree and certificate program assessment plans into *Planning and Self-Study*. Degree and certificate programs in the Lewis College of Business, the School of Pharmacy, and the Department of Communication Disorders have agreed to use *Planning and Self-Study* to enter assessment findings and action plans this academic year, with the remaining programs in the university transitioning to *Planning and Self-Study* for the 2025-2026 academic year.

    There also was discussion about another Watermark product, *Student Learning and Licensure*, which is used by the College of Education and Professional Development, and by the Social Work program. Margaret McLaughlin and Tim Melvin both spoke to using this system, which allows them to record and track individual student performance clinical experiences and to give access to preceptors to evaluate student performance. Due to many factors, we do not anticipate extending this license, which is based on per student use, to the entire campus. Many programs use *Blackboard Outcomes*,

which is effective in assessing student artifacts for either program level or general education assessment.

Tim Melvin also explained the College of Education and Professional Development's process for conducing content validity analyses of its rubrics. Such an analysis entails using experts in the discipline covered by the rubric to ensure that the rubric trait descriptions and the performance levels accurately reflect needed knowledge and skills in the particular area being assessed. This procedure may be extended, as in Marshall's general education assessment, by having content experts review the rubrics and use them for practice scoring for purposes of testing interrater reliability before putting them into use.

4. Mary Beth reminded everyone that we still have a goal to form a committee to work on revising general education rubric for *Creative Thinking* this spring, noting that, to date, we have only one member. Our goal is to have at least one faculty representative from each college on the committee. Several names were shared, and Mary Beth will contact these individuals early in January.

5. Mary Beth briefly reviewed the ongoing program review schedule. She reminded committee members that, in addition to the internal reviews by the Academic Planning Committee/Faculty Senate (undergraduate programs) and Graduate Council (graduate programs) each program that does not have programmatic accreditation is reviewed by an external peer review team. This year we have five peer review teams that will, in total, review eight programs. The first external peer review team spent November 18 on campus meeting with various groups, including the faculty, staff, students, alumni, advisory group, chair, dean, and provost, for the Master of Science in Mechanical Engineering. A like process will involve visits from four additional peer review teams in January. These teams will review 1) BA and MA in Communication Studies, 2) Master of Science in Engineering, 3) Master of Science in Electrical/Computer Engineering, and 4) PhD and MS in Biomedical Research and MS in Clinical and Translational Science. All program chairs and deans will have a final meeting with the provost, Dr. Avi Mukherjee, in early March.

6. Mary Beth shared a written summary of Marshall's Higher Learning Commission (HLC) Quality Initiative updates. She also shared these updates with members of the Board of Governors' Academic and Student Affairs Committee earlier in December. Marshall's final report is due June 1.

7. Susan Tusing updated the committee on her progress in drafting the HLC Assurance Argument. She has received input from numerous faculty and staff who served on the HLC Criterion committees. She and Mary Beth are having periodic meetings with the Provost Mukherjee and will keep the committee informed of our progress throughout the spring semester. The lock date for the assurance argument is December 29, 2025, and HLC peer review site visit dates are January 26 and 27, 2026.

8. Diana Adams provided an update on Marshall Online. She informed committee members that instructor professional development for asynchronous online courses is transitioning from Quality Matters to Home Framework. The Home Framework better helps instructors provide an interactive educational experience for their students. The staff of the Online Design Center will continue to provide asynchronous online and face-to-face training once a month. They will also begin three-year

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reviews of online courses in January. When asked what students want in online courses, Diana shared that students respond favorably to video introductions. In other words, she encouraged instructors to record a video to introduce themselves to students, talk about course expectations, etc. She also said that weekly video announcements, where instructors pull important points from students' online discussions, are also helpful.

The meeting was adjourned around 2:00 PM.

Respectfully submitted,

Mary Beth Reynolds