



The University Assessment Council

Minutes

January 26, 2016

East Annex 210/212 Conference Room

Present: Ginger Bishop, Viola Acoff, Andrew Hester, Eric Williams, George Daniels, Millie Jackson, Donna Keene, Robin Lawson, James Leonard, Mary Kay Meyer, Ray White, Liza Wilson, Timothy Salazar, Jon Acker, Julie McAdams, Heather Pleasants, Chris Coleman

Minutes of October 27, 2015 and November 24, 2015 were approved.

New Business

Surveys

Jon Acker, Coordinator for Student Assessment, discussed the Graduating Senior Survey (GSS) for undergraduates and the Graduating Graduate Student Survey (GGSS). The results of GSS surveys from 2002 to 2015 are available on the UA website: <http://oira.ua.edu/d/content/reports/assessment-reports>.

After November's meeting, Jon sent GGSS surveys to December graduating graduate students and those who graduated in the summer. He is also working on individual college reports that should be complete in two weeks. He will notify members of the UAC, Deans, and Department Chairs. Millie Jackson asked if it would be possible to get a breakout for questions related to the Library.

After questions from the UAC and a discussion of the history of the surveys, George Daniels suggested a subcommittee be charged with reviewing the current surveys, what data is being generated and if it is useful, identifying redundancies, and creating an inventory of surveys that are being administered. The subcommittee, to be facilitated by Jon, includes Tim Salazar, Mary Kaye Meyer, Viola Acoff, and Chris Coleman. If anyone else is interested, please let Jon know.

Old Business

IE Management System

Vendors for three IE management systems are schedule to be on campus the next couple of weeks. Chris Coleman fielded questions from the UAC about the type of demonstrations, sandboxes, and components we seek as well as the purpose of purchasing a system to replace WEAVE. Basically, we are seeking a more robust and flexible system with functions that expand the uses of the system, e.g. data analysis, and talks to existing systems, e.g. Banner and Blackboard. Chris will email to the UAC the results of a survey that identified the top preferences. We expect to make a decision shortly after the demonstrations, allowing a couple of weeks for negotiation. Hopefully, we will begin installing and training in OIE in the spring with campus-wide training in the summer. WEAVE will be available until October for anyone

who wants to continue to use that until then. It is expected that information currently on WEAVE can be moved over.

Feedback Reports

Chris shared a summary of the results from OIE's feedback reports for academic units. Feedback reports for individual units will be uploaded to WEAVE on Feb. 1. A graph that shows the university's overall results and college results will be provided to deans and department chairs as well as the provost. The most important form is the three-page report for each unit that shows a developmental description for each of 16 dimensions along with comments.

QEP Assessment

Heather Pleasants reported that data from Fall 2015 grant projects came in today and that she hopes to present the results at the next meeting.

SACSCOC Annual Meeting

The University was reaffirmed in December 2015. The official letter of reaffirmation was received last week. Ginger thanked the UAC for all the work they did to make it happen.

OIE Reorganization

OIE is reorganizing to handle additional responsibilities as assigned by the Provost. More information will be forthcoming.

The next meeting is February 23, 2016.



Office of Institutional Effectiveness

UA OIE Report on 2014-15 Aggregated Assessment Feedback Ratings for Academic Degree Programs (ADPs)

February 1, 2016

This brief document summarizes the OIE feedback ratings received by 194 ADPs that submitted their 2014-15 assessment reports in October of 2015. The descriptive ratings (which range from Beginning to Exemplary) are based on a 16-dimension rubric that we're piloting this year in order to enhance assessment processes at UA. The rubric was developed based on national best practices as well as increasingly rigorous SACSCOC standards. Feedback reports for individual degree programs, including descriptive ratings and extensive consultative comments, have been uploaded to WEAVEonline. This summary report focuses on the aggregated (average) ratings across all ADPs on the academic reporting cycle. It should be noted that ratings for ADPs were based on student learning outcomes (SLOs) only, as opposed to operational outcomes.

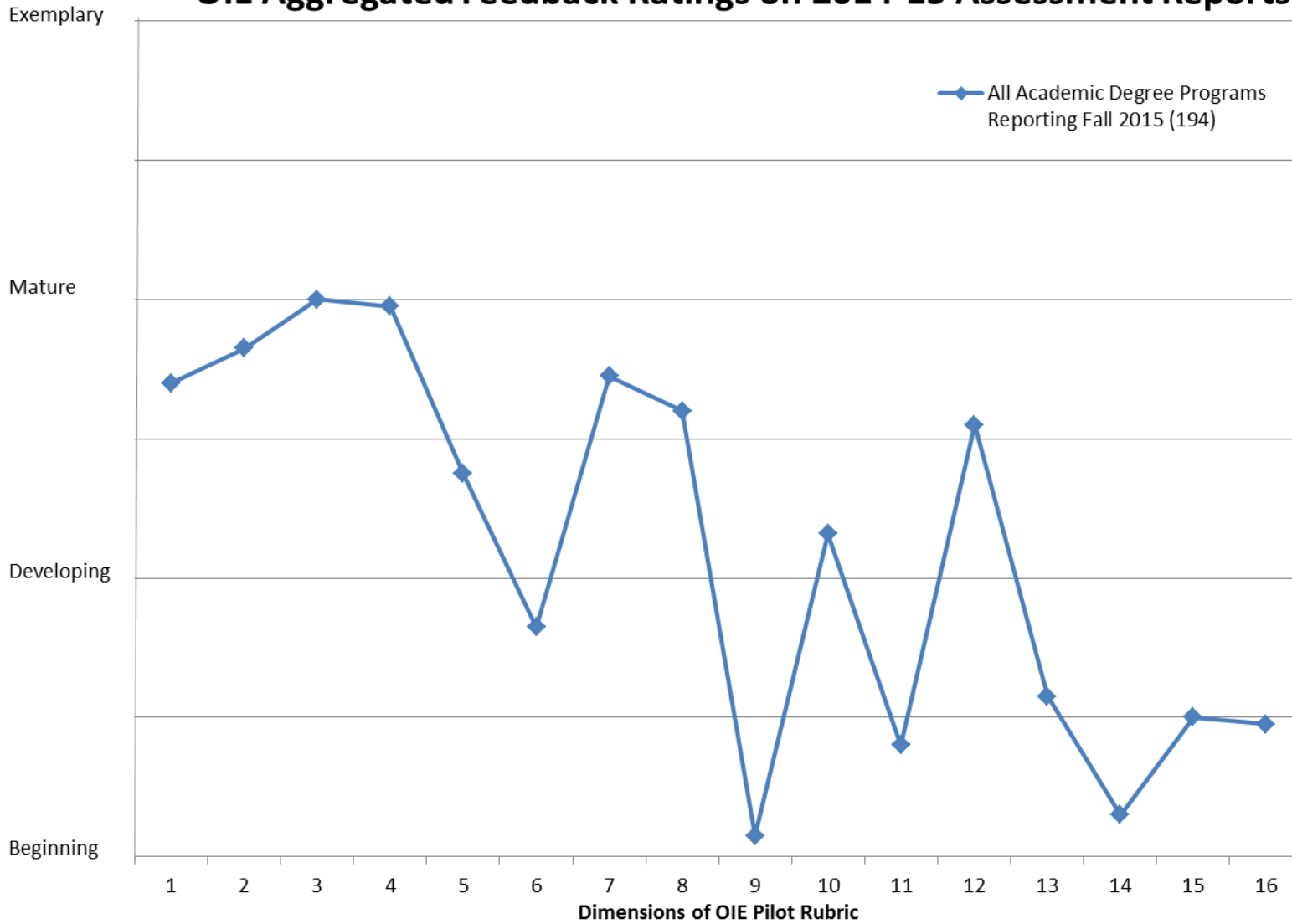
The graph on the following page shows the average 2014-15 descriptive ratings by rubric dimension (full key on page 3) across all participating ADPs. This data is useful because it helps OIE to identify narrow areas where we can offer training and resources to foster improvement. It also represents a baseline against which we can monitor changes in future years. Here are a few observations about this year's results:

- For many rubric dimensions, averages are in the Beginning to Developing range. This is not surprising; as noted above, the rubric represents a philosophical shift toward national best practices in assessment. We're encouraging units to make their processes more meaningful and diagnostic in terms of identifying avenues for improvement of student learning, and we're available to assist with that work.
- The strongest ratings appear to be for SLOs, which is encouraging given some past interventions in that area.
- The lowest ratings are on dimension 9, a new expectation about data collection cycles. Providing a schedule of which SLOs will be assessed in which years can help show that assessment is a systematic, continuous activity.
- For many programs, assessment methodology is the next logical area to address. Grades are important educational markers, but they contain too much information to serve as direct measures of specific SLOs.
- In a review system like this, reporting issues can certainly influence ratings. For example, some units probably have mission statements (at the program or department level) and/or curriculum maps that haven't been added to their assessment reports.

Deans, Department Chairs, and Assessment Coordinators will receive, in addition to this document, a version of the summary graph that's specific to their College—i.e., showing average ratings within their college/division (in red) as well as the university-wide aggregated results (blue line). We're providing this information so that degree programs can put their individual feedback ratings in context. For Assessment Coordinators, **the most important feedback will be the set of detailed, constructive comments we've generated specifically for your degree program(s).** We hope you'll contact us as you consider the next logical steps to take in strengthening your assessment processes. We also welcome your suggestions about the pilot rubric and feedback reports.

Thank you for your ongoing efforts to maximize student learning!

OIE Aggregated Feedback Ratings on 2014-15 Assessment Reports



Mission Statement

Student Learning Outcomes

Curriculum Map

Measures, Methods

Results, Analysis

Improvements, Action Plans

Dimensions of OIE Pilot Rubric

*Note: for academic degree programs, any dimensions involving “outcomes” were based on student learning outcomes (SLOs) only.

Dimensions 1-11 comprise the Assessment Plan (i.e., foundations and methods of the recurring assessment process):

1=Clarity and Conciseness of Mission Statement

2=Number of Outcomes (maximum rating is Mature)

3=Clarity and Specificity of Outcomes

4=Meaningful, Measurable, Manageable Outcomes

5=Curriculum Mapping

6=Alignment between Outcomes and Measures

7=Type/Number of Measures

8=Expectations for Achievement

9=Data Collection/Cycle for Assessing Outcomes (Multi-Year)

10=Data Collection/Evaluation Details

11=Robustness of Methods

Dimensions 12-16 comprise the Assessment Results (i.e., findings, analysis, and resulting action plans for the current cycle):

12=Presentation of Results

13=Analysis/Interpretation of Results

14=Improvements Achieved (new WEAVE element as of 2015)

15=Action Plan: Student Learning/Development

16=Action Plan: Assessment Process