The University Assessment Council

Minutes
September 25, 2018
210D Reese Phifer

Attendance: Jon Acker, Ginger Bishop, Chris Coleman, George Daniels, Holly Hallmann, Grace Lee, Joyce Meyer, Mary Kay Meyer, Heather Pleasants, Cecil Robinson, Tim Salazar, Rachel Thompson, Liza Wilson

- Chris C. shared hard copies of the latest Assessment Spotlight vignette, about how the Book Arts MFA program rebuilt its assessment process to be collaborative, organic, and meaningful.

- Heather P. explained the application process for course-based ELO designations. The application, along with supporting materials, is at learninginaction.ua.edu. Heather offered to come to College or Departmental meetings to answer questions from interested faculty and/or walk them through the application process.

- Jon Acker gave an update on the OIRA-administered graduation/exit surveys. Data from Spring 2018 has been collected and is being compiled in new, web-based reports (one for the undergrad survey, one for the grad student survey, and one for the advising survey). The work is still not quite complete, partly because access will require SSO authentication. Some units typically include survey results in their assessment reports, which are due on 10/1. Chris C. suggested that the reports be submitted without the indirect data, which can always be added later. When the surveys are available, Chris C. will send an announcement to the OIE listserv.

- Rachel T. discussed requests the FRC has received to create Argos dashboards based on metadata from FRC-supported tools such as Blackboard, TurnItIn, and Tegrity. The group talked about examples of metadata that could be mined, how Colleges or Departments might use it, and possible faculty concerns about privacy/academic freedom. Rachel asked UAC members to send her suggestions about the kind of variables that would be useful to include in dashboards. She noted that this is a long-term project.

- Chris C. summarized the results of a fact-finding mission related to the practice of publicly sharing student eportfolios (e.g., on a departmental website). Based on advice from OUR, Kathy Yancey, and several other institutions (including Auburn), the prevailing wisdom is to obtain written, signed permission from students. An Auburn form was provided over email as an example. Even when a portfolio URL is posted online (e.g., by a department), the student retains control of the portfolio and can unpublish it at any time. Thus FERPA would not typically come into play. George D.

noted that in his field (journalism/communications), students are encouraged to share out their work publicly (through portfolios, websites, etc.) well before graduation. This would not typically invoke FERPA either, assuming (1) the students are the ones doing the sharing, and (2) they are not *required* to do so as part of an assignment (they should be given the chance to opt out by sharing their work only with the instructor).

- Mary Kay M. led the group on a "virtual tour" of Italy through eportfolios some of her students created (and shared with written permission) during a summer study-abroad trip. Another shared example showcased a special project (feeding & nutrition program). The group discussed the variety of submissions across the student work, the nature of the assignments, the value of reflection/integration, and the relative ease of assessing a portfolio (as opposed to a binder).

Meeting adjourned
Next meeting: September 25th