The University Assessment Council

Minutes
January 28, 2020
Hagood Conference Room, Reese Phifer

Attendees

Jon Acker, Ginger Bishop, Chris Coleman, Fran Conners, Allison Curington, Holly Hallmann, Suzanne Horsley, Robin Lawson, Deidre Leaver-Dunn, Grace Lee, Joyce Meyer, Cecil Robinson, Tim Salazar, Rachel Thompson, Kevin Walker, Liza Wilson

- Chris C. provided a summary of assessment feedback trends (attached) based on reports reviewed during summer/fall 2019. The quality of assessment continues to increase for both degree programs (2.86 average) and student support/admin units (3.15 average). Element 13 (use of results to seek improvement) remains weaker than the overall averages, but it's increasing.

- Rachel T. explained that in Blackboard Learn (BbL), it's possible for OIT to add Goal Sets (e.g., disciplinary competencies or program/department learning outcomes) to which instructors can align assignments and elements of grading rubrics. Chris C. provided an overview of how the functionality can be used to create a "one-touch" grading/ assessment mechanism for faculty (and aggregated data reports for asmt coordinators): https://help.blackboard.com/Learn/Administrator/Hosting/Tools_Management/Outcomes_Assessment/Goals_in_Outcomes OIT is working with Levi Ross (CHES) to pilot the approach for the Health Education/ Promotion MPH program, which needs to efficiently assess ~22 competencies for specialized accreditation reasons. If other departments/programs wish to explore the approach, the first step is to send the relevant Goal Sets/competencies to Chris or Rachel so that OIT can make them available in BbL.

- Rachel T. encouraged everyone to participate in the 11th annual Faculty Technology Showcase on **Friday 2/28/20**. Faculty and staff will demonstrate how they are using technology in practical/innovative ways to enhance teaching and learning, assist with research, etc. More details: https://cit.ua.edu/news/faculty-technology-showcase/

- Rachel T. summarized ongoing efforts to plan for "what's next" after UA's current contract with BbL expires in October 2020. One option would be an RFP to explore alternative LMS platforms; another would involve a transition to Blackboard's new, SAS-based platform (Ultra) with the option for individual faculty to continue using Bb Learn (the devil they know).

- Chris C. noted that, similarly, UA's current contract with Watermark (Taskstream AMS, LAT, and Aqua) will expire in about a year. During the coming months, OIE will
    - (1) explore Watermark's successor to Taskstream (Planning & Self-Study), which we'll be using to compile the SACSCOC Fifth-Year Interim Report;
    - (2) inquire about potential limitations of Taskstream AMS, which will remain available as a "legacy" project but will not be enhanced; and
    - (3) survey UA users about their level of comfort with Taskstream AMS.

    Kevin W. suggested that if users have few complaints about AMS (which seems to be the case), we could keep using it through the next SACSCOC reaffirmation (2024-25) rather than making a change that would require a manual migration and training.

- Ginger B. updated the group on the Fifth-Year Interim Report (FYIR; ~23 standards), which is in progress with a target completion date of December 2020. If we do well in this fifth-year checkup, we should be eligible for a differentiated (i.e., reduced) tenth-year Compliance Certification (~40 standards instead of 73). OIE is in the process of meeting with leaders from each academic department this spring to prepare for certain responses that require program-specific information/evidence (e.g., faculty, program coordinators, assessment of student learning outcomes).
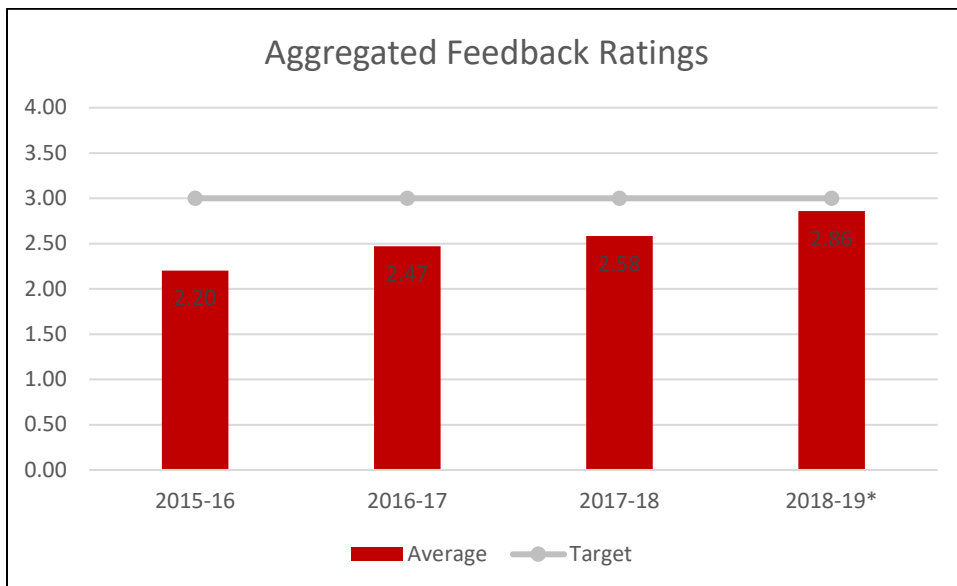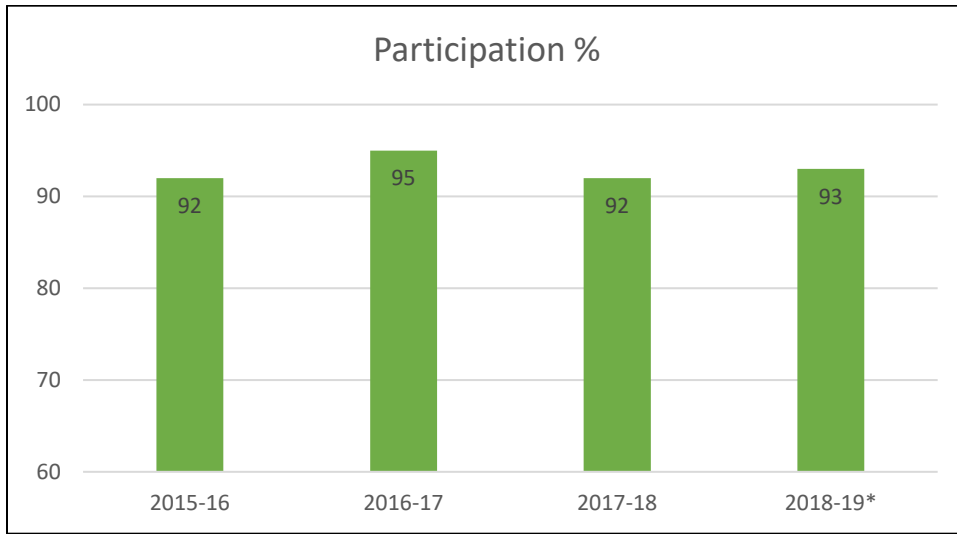

Meeting adjourned
Next meeting: February 25, 2020

Assessment Feedback Trends – Academic Degree Programs

Summer/Fall 2019*

152 reports reviewed (163 expected)

37 of 152 (24%) meet criteria for Honor Roll (~SACSCOC bar)

Participation %

Year	Value
2015-16	92
2016-17	95
2017-18	92
2018-19*	93

Aggregated Feedback Ratings

Year	Average	Target
2015-16	2.20	3.00
2016-17	2.47	3.00
2017-18	2.58	3.00
2018-19*	2.86	3.00

*Partial data; does not include College of Education programs (February reporting cycle)