



The University Assessment Council

Minutes

January 23, 2024

Attendees: Ginger Bishop, Chris Coleman, Barrett Elder, Deidre Leaver-Dunn, Grace Lee, Wilson Lowrey, Joyce Meyer, Michele Montgomery, Albert Pionke, Cecil Robinson, Jennifer Roth-Burnette, Tim Salazar, Lance Simpson, Rachel Thompson, Valerie Tisdale, Derek Williamson, Akeisha Young

Zoom: <https://ua-edu.zoom.us/j/89026549480?pwd=V0tuOU0yNzI2dXVvSFE2c2lEUHVtQT09>

- Summer/Fall assessment reports (Chris)
 - Nearly 100% of expected reports submitted by degree programs and academic/student support units. Most have been reviewed, and OIE is happy with the quality of reports as evidence of ongoing assessment of outcomes and use of data to seek improvement. Thanks to the UAC reps, who have a very important role and impact within their colleges/units!!!
- Spring assessment reports (Chris)
 - Reports are coming in on time (Education actually completed theirs a month ahead of schedule!), which puts OIE in good shape to review, provide feedback, and finalize supporting documents ahead of UA's reaffirmation by SACSCOC.
- SACSCOC reaffirmation update (Ginger; **see slides in Box**)
 - UA's Compliance Certification Report (CCR; large self-study, 73 standards) due in early September; CCR will be reviewed by an off-site committee
 - QEP full proposal doesn't need to be submitted until January 2025, ahead of the on-site review (Feb. 24-27; entirely different committee)
 - Internal review process for narratives/evidence (iterations):
 - 1st review by Ginger
 - 2nd review by external consultant
 - 3rd review by external consultant (as needed)
 - Internal review by UA administration, others
 - CCR will be entered in SACSCOC portal (no more mailing of flash drives)
- Continuous Improvement Policy (Chris)
 - Minor revisions are in progress as part of the annual policy review process; the updated version will soon be available here: <https://ua-public.policystat.com/>

- Curriculum mapping/alignment (bullet points from group discussion)
 - Program-level assessment involves investigation of how and to what extent key courses support progressive student mastery of program SLOs.
 - Deidre has been working with HES programs on the *golden thread*—vertical alignment within programs (Do modules support course learning outcomes? Do course activities support program SLOs? Are courses optimally sequenced, numbered, and named to foster progressive learning? For courses with multiple sections/instructional modalities, are they equivalent in terms of preparing students for subsequent courses?).
 - Curriculum mapping Excel file from Carnegie Mellon (**in Box folder for 1/23 meeting**) allows for detailed discussion, documentation of course-program alignment (not just introduce/reinforce/master; also, instructional activities and potential assessments). Some programs already use a tool like that. A detailed map can be especially useful to new faculty (how do my courses fit in the larger program?).
 - Programs vary in terms of requirements: some are very flexible (mostly electives), while others are highly structured with many prerequisites. Curriculum maps, and discussions around alignment, may look very different in different programs.
 - Even a competency-driven, highly coherent curriculum will experience drift; course-program alignment has to be reviewed periodically (**see “MSN Curriculum Review” story in Box folder**). How to monitor/maintain alignment?
 - Standardization across sections (e.g., a certain number of common assignments) can be facilitated by course leads. It makes sense when all students in course X need certain skills/knowledge to subsequently succeed on course Y. In some departmental cultures, the idea of standardization may be perceived as a prescriptive threat to academic freedom.
 - On the topic of keeping complex processes rolling, Cecil demonstrated a detailed annual improvement timeline (**see “CCHS Standing Improvement Calendar” in Box folder**). He also showed a more recent tool, an Excel file with multiple tabs and filters that helps the CCHS academic affairs team keep up with administrative tasks and workflows.
 - SACSCOC is not prescriptive about SLOs or assessment measures; those things, like curricula, are up to each program/discipline. At least one direct measure is expected per SLO.

Upcoming Meetings

February 27, 2024

March 26, 2024