

2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM (Due October 15 tohe dean)

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits stude/Antistual assessment/eportinginforms decision making and resource allocation aimed at improvemental learning and success. It also be the AAC to analyze assessment across the institution and to responded to yestem Board of Regents legislative, and Northwest Commission on Colleges and University/CCU) equests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAMovedto one academicassessment reporting mechanism. The below form merges and

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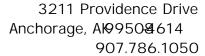
PROGRAM SECTION

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and Commutity Responsibility (PPOR) integrated into the AY21 Annual Academic Assessment Report The AY22 Annual

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presentations, and practicum reports. Student performance is a with other faculty members and used to guide discussions regarding student performance for specific outcomes, and potential improvements. Selected artifacts are shared with the assessment coordinator. The quinquennial ASE accreditation cycle require

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- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.gourse capacity, grading structure [pass/faif,])
- Changes in program policies/procedures
- Changes to Program Student Learn Organicomes (PSLOs)
- Collegewide initiatives (e.g.HighImpact Practices)
- Faculty, staff, student development
- Other

No changes were implemented in A2Y2

If you checked Other above, please describ £100 characters or less)

7. Do you have any information about howell these or other past improvementare working? Are they achieving their intended goals Please include any data or assessment results that you demonstrate this. (750 characters or less)

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

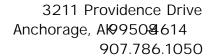
^ š μ v š • μ • • ‰ v • } v u v Ç • ‰ š • } (• š μ v š [• Æ ‰ Œ] v X K v can relate to correct placement, course sequencistgndardized preequisites across sets of courses, the intentional use of highimpact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student succreeditation.

In response to factly questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in stadbirtvementon the below metrics, as well as to improve overall student achievement on the AA has a team participating in the NWCCU Data Equity Fellowshipund that teamwill help to guide these conversations.

8. PROGRAMSARE NOT RECRUI

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Metric
BY COURSE LEVEL
(Undergraduate lower-division,
undergraduate upper-division).

Definition
undergraduate students in a
course offered by a program
compared to the same rate
calculated for all courses at
that level. Based on a 5-year
trend. Included in the
denominator for
undergraduate courses are the
grades D, F, W, I, NP, NB.
Data source: RPTP end-ofterm freeze files. Disaggregate
as per accreditation.

Rationale degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of highimpact pedagogical practices,

appropriate placement, course

sequ

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9. Do you have any examples post-graduate successou want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs the percent in postgraduation employment in the field or a related field. (750 characters r less)

DEAN SECTIQNueto the program on January 15)

After completing the Dean Section and signing it, the dean shemated this form to the programand copyuaa oaa@alaska.edfor posting.If the program is delivered on one or modernmunity campusthe dean should consult with the appropriate community campus director(s) on the response panthe appropriate community campus director(w)hen emailing the esponse to the program

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