



3211 Providence Drive
Anchorage, AK 99508-6114
907.786.1050

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

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to requests from the Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NCCU). We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA moved to one academic assessment reporting mechanism. The below form merges and



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PROGRAM SECTION



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and Community Responsibility (PPCR) is integrated into the AY21 Annual Academic Assessment Report
The AY21 Annual



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presentations, and practicum reports. Student performance is shared 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



- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g. course capacity, grading structure [pass/fail/F/A])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- Collegewide initiatives (e.g. High Impact Practices)
- Faculty, staff, student development
- Other

No changes were implemented in AY22

If you checked Other above, please describe (100 characters or less)

7. Do you have any information about how well these or other past improvements are 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

can relate to correct placement, course sequencing, standardized prerequisites across sets of courses, the intentional use of high impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty 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 student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

8. PROGRAMS ARE NOT REQUIRED



Metric	Definition	Rationale
BY COURSE LEVEL (Undergraduate lower- division, undergraduate upper- division).	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-of- term freeze files. Disaggregate as per accreditation.	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 high- impact pedagogical practices, appropriate placement, course sequ



9. Do you have any examples of post-graduate success you 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 post-graduation employment in the field or a related field. (750 characters or less)

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campuses, the dean should consult with the appropriate community campus director(s) on the response and the appropriate community campus director(s) when emailing the response to the program.

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