

## 2022ANNUAL ACADEMIC ASSESSMENT REPORT FORM (Due October 15the dea)

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment leads to continuous program improvements and benefits Ashude assessment porting forms decision making and resource allocation aimed at grapude int learning and success. entrables the AAC to analyze assessment across the institution and to the Appendix of Regents legislative, and the Above Commission on Colleges and University Programs and Value of the Above Commission on Colleges and University.

Starting in Spring 2021, nbb/Aedto on academic assessment reporting mechanism. The below form merges and treamlines the former Annual Academic Assessment Report. It also portionates questions about how academic programs contribute to achievement infistitutional core competencies oant udent success.

This annual report will be dute the deann Octobe 15. Programs with suspended administration new programs in the first year of implementation required to complete this form.

These reports are public documents and will be posted on the assessResptonesetssite to be narrative only, and st be ADA and FERPA compliant. On not embed any links, including to webpages or other documents. To be FERPA liant, do not include the names of any current or former students. Rather, use stat & finuer programs guadulates were teacher gradulate programs in the field. Programs with specialized accredit at restrictions regarding what can be published, as per the accreditor or external organization. Do not in appendices. Appeirudes to this form will not be accepted.

The form uses narrative, text, an edward polynomp boxes. Narrative boxes have a character limit, which includes spaces. When using text and colrespon boxes, if you want to undo Z or " $\mathcal{L}$ "ommand

To ensure the fillable fields function correctly, the form

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## PROGRAM SECTIO(Due to the dean on October 15)

Submissiondate: 10/11/2002

Submitted by Benjamin Rush, Assistant Professor, blrush@alaska.edu

Program(s) covered in this repartdoor Leadership AAS

If you selected Other" a bidentify, please

College:College of Health

Campuses where the program(s) is deliveredhorage KOD□KPC□MSC⊠PWSC

Specialized accrediting gency (if applicable) elect Specialized Accredition or N/A If explanation is necessary, such as only some of the certificates and degrees are covered by specialized accreditation, briefly describe:

## INSTITUTIONAL STUDENT LEARNINGORE COMPETENCIES

In 2020, UAA launched a consensed, deliberative process to identify the key skillsets that help students achieve academic anelypeostation scress. After a yearing process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four corcompetencies at the heart of a quality UAA education. Students develop mastery of these competent through curricular (e.gourses), ecourricular (e.gourses), and-exitricular (e.g. student clubs) learning experiences.

After the stakeholowased process in AYLAAA, is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessal mentioned, and Community Responsibility (RPASR) integrated into the AY21 Annual Academic Assessantent R The AY22 Innual AcadeAY22

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1. A. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

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and I agree with hinthink the capstone can help with this because so many issues can arise that need attention and the answer is not always in the book. SLO 4 and 5. We have made changes in this because our bigg

- 5. Based on the findings, did the faculty make any recommender changes to improve student achievement of the ogram Student Learning Outcomes? Please describe the recommended action, what imprement in student learning the program hopes to see with this change, the proposed timeline, and how the program knowly if the change has workedno recommendations for changes were made, please explain that (7560) timeracters r less
  - 1. Continue student evaluation forms after each class for student feedback.
  - 2. Faculty

needs diversity. I added another new adjunct faculty to our program who was one of our students.

3. The addition of new classes. We did add several typeses and has proven to be successful because they were full. Internships. Provide more internships and professional connections with outdoor professionals.

## PROGRAM IMPROVEMENTS AND ASSESSIMPACT ON STUDENT LEARNING

6. In the past academic year, **dio**wyour programusetheresults of the ogram Student Learning Outcomes Please check all that apply.

□ Cours curriculum changes

□Course prerequisite changes

□ Changes in teaching methods

Changes in advising

Degree course sequencing

□ Course enrollment changes, cegrse capacity, grading structure [pass]/fail, A

Changes in program policies/procedures

Changes to Program Student Learning Outcomes (PSLOs)

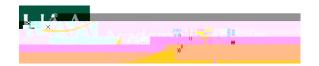
Collegewide initiatives (eldigh/Impact Practices)

Other

□No changes were implemented ia AY2

If you checked the above, please described ocharacters or less)

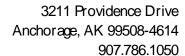
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Matria	Definition	Detionals
Metric	Definition	Rationale
	trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Data source: RPTP end-ofterm freeze files. Disaggregate as per accreditation.	course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.
ANNUAL RETENTION 1 <sup>ST</sup> TO 2 <sup>ND</sup> FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degreeseeking freshmen who enter in a given fall term and return the following fall. Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.	Following the student from the 1 <sup>st</sup> fall to 2 <sup>nd</sup> fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

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attending the University of Alaska at Herieastill attending UAS and will be in Valdez this fall presenting at the OL conference.

We also have our first graduate student hired as an adjunct epwarssor. of our exemplary students. He came here 3 years ago, he wassisteanthing a after graduating, became our first student to be an adjunct professor.

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DEAN.	SECTIONDueto	i the broara	m ommuarvisi

- 1. Based on the program's responses above, what gui moving forward(750 characters or less)
  The program has done well with using past assessment findings to incorporate program changes particular, the program's heavy emphasis on common has also articulated a storogram condustry need and the skills graduates need to be successful in the industry. The program is encouraged to continue with the very tangible use of assessment data to strengthen the program and meet workforce demands and student expectations.
- 2. What is the programdoing particularly well in terms of its processes for the assessment and improvement of student learning, example the achievement of the gram Student Learning Outcomes the closing of equity gaps addressing the core competer (as characters or less)

  A significant strength in this program's assessment data. The program director is commended for routinely observing adjunct faculty and providing them guidance and support as needed to ensure program goals and objective are met and their development is supported. As noted above, the community engagement activitians excellent and strongly support UAA core competencies.

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Dean's	s i		Date:1/10/2023

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