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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 the Board of Regents legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. 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 streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Four program graduates were accepted to graduate programs in restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop down boxes, please use the following guidelines:
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Note: To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes before entering final responses in the official fillable form.

For technical assistance with this form, email Academic Affairs (aaa@alaska.edu)

PROGRAM SECTION

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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designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)

> • š Ç report noted that we use the Disposition of Online Learners Assessment (DOL) in the first course of the program. The DOL evaluates personal and professional responsibility in learning. During visit, the entire visit reviewed the assessment results and development goals. In their final course, students post-assess to measure progress. This process was implemented in AY 21-22. We will continue to monitor the DOL assessment advisory board in 2023.

x If last year you did not identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)
N/A

B. Effective Communication: The knowledge and skill communication in diverse contexts and formats

x What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this core competency? (500 characters or less)

I would hope that they would say throughout the program since each course, its content and its assessments are aligned to the Alaska Cultural Standards (ACS) and Council for Exceptional Children (CEC) standards.

x We have provided example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)

We provide examples of intentionally designed courses, assignments, and activities that showcase student learning in this core competency.

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professional excellence to be successful in the field. Key assessments for CAEP accreditation

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PROGRAM STUDENT LEARNING OUTCOMES

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Metric	Definition	Rationale
ANNUAL RETENTION 1 ST TO 2 ND FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking 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 st fall to 2 nd 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 a 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 (fulltime, part time, stopout). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors their time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

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)
- 100% of our candidates have passed the PRAXIS II licensure which is required for certification in the State of Alaska.

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 8> BDC q 0.00054 174.62(r)-3oe0.00054 14 174.62(r)-3 is d3f 174.es d3f 174.es

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moving forward?(750 characters or less)
While only one indicator assessed by the Special Education program demonstrated a significant area of weakness, the distribution of candidate scores might also be added to the agency advisory committee discussion. Candidate performance on Standards 1 and 4 demonstrated the greatest variance and may warrant course content changes.
2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning for example, the achievement of the Program Student Learning