

Academic Assessment Handbook

This document

Table of Contents

I	INTRODUCTION	1
A.	AAC CHARGE.....	2
B.	OAA PARTNERSHIP	3
II	ACADEMIC ASSESSMENT CYCLE	3
A.	ANNUAL ACADEMIC ASSESSMENT REPORT (DEPARTMENTAL/PROGRAM/COLLEGE LEVEL).....	130

I INTRODUCTION

The Academic Assessment Committee (AAC) of the Faculty Senate was created to provide peer leadership, support, and review of the academic assessment processes at the University of Alaska Anchorage (UAA), with the goal of improving student learning. The AAC recognizes it is the faculty, who are best suited to plan, implement, and act upon the academic assessment of student learning outcomes. For this reason, the Committee serves a review and consultative role, supporting the faculty in their efforts to review and improve their programs. Academic assessment is a mandate of

of excellence? Academic assessment at UAA is best served by fostering a culture that encourages broad goals and methodologies growing organically out of the teaching and assessment practices of each discipline.

Additionally, the AAC serves as a clearinghouse of academic assessment at UAA.

B. OAA Partnership

The Office of Academic Affairs (OAA) partners with the AAC, providing information and resources, including professional development opportunities for faculty and administrative support for the AAC.

II. ACADEMIC ASSESSMENT CYCLE

Programs are required to conduct continuous assessment based on a formal Academic Assessment Plan (see section III for more information about the Academic Assessment Plan). The goal of this assessment process is to provide evidence-based information that contributes to program improvement processes. Annual data collected from the assessment instruments should be discussed and analyzed among department faculty and, as appropriate, recommendations made to improve the program and/or the Academic Assessment Plan. Programs with suspended admissions are not expected to conduct assessment, but they are expected to complete the institutional-level survey for tracking purposes.

A. Annual Academic Assessment Report (Departmental/Program/College Level)

Programs report the details of their assessment and program improvement activities to the colleges, which review and use the information of these reports in their further work with the programs. Reports are due by the established fall-semester deadline, and are uploaded and archived in the Academic Assessment Repository, located on the Institutional Research SharePoint site <https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx>.

B. Annual Academic Assessment Survey (Institutional-Level Reporting)

The Annual Academic Assessment Survey aggregates high-level assessment information for institutional, accreditation and BOR reporting purposes. All programs, including those with suspended admissions, must complete the survey.

The survey is open annually April 1-June 15 and can be accessed on the Academic Assessment Repository at <https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx>.

III. THE ACADEMIC ASSESSMENT PLAN

All programs are required to have an Academic Assessment Plan on file. An Academic Assessment Plan identifies a program's student learning outcomes and assessment strategies. It includes the program's mission statement, Program Student Learning Outcomes (PSLOs), measures and overall assessment process. The required categories for Academic Assessment Plans are detailed in the Appendix to this handbook. In addition, an assessment plan template is posted on the Academic Assessment Repository IR SharePoint site <https://ir->

IV. ACADEMIC ASSESSMENT REPOSITORY AND RESOURCES

The Academic Assessment Repository incorporates current templates and information about Annual Academic Assessment Reports, Annual Academic Assessment Survey, and Academic Assessment Plans at: <https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx>.

The AAC can be contacted at

Required Category	Characteristic	Description
--------------------------	-----------------------	--------------------

Required Category	Characteristic	Description
	Influences on data collection	The program should indicate the factors that influence the data and the interpretation of the results. This is where the program considers the reliability of the tool and the data collected.
<p>Process: The process describes the person(s)/ group(s) responsible for applying the measures, collecting and collating data, determining the meaning of the assessment results and making recommendations for action.</p>	Faculty involvement in the assessment process	<p>The plan identifies the role of faculty in all aspects of the assessment process. Faculty must be involved in the development of assessment plans, the implementation of the measures, the analysis of data, the formulation of recommendations, and the actions taken on those recommendations, as well as any revisions to the assessment plan.</p>
	Timeline	<p>The timeline should produce information for the faculty of the program to make timely decisions. Timelines need to accommodate the assessment cycle, faculty workloads, and appropriate timing of measures. Not all outcomes need to be</p>