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 UA System, 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 is moving 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 to student success.

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. Rather, use statements such

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(500 characters or less)
  In every graduate course we discussed the practical application of ethical principles in a work setting. This formed the foundation for my own professional identity and my reputation as a competent, respectful, and thoughtful anthropologist.

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(Anthropological Knowledge, Ethical Awareness and Application, and Anthropological Research Skills) is to have enough faculty members to mentor the students. We have no faculty in two of the four disciplines that form the field of Anthropology (Linguistic and Biological Anthropology) limiting the current graduate students to a graduate program patched together from the remaining components. This does not provide the breadth expected in most graduate programs. Given the emphasis on archaeology based on student applications and community demand, a single archaeologist is insufficient to direct most of the students in our program

  Course curriculum changes
  Course prerequisite changes
  Changes in teaching methods

Changes in advising

Degree requirement changes

Degree course sequencing

Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])

se/9pceurs

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

Metric	Definition	Rationale
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