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2021 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 forms decision making and resource allocation aimed at improving





- o Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency? Yes No  
If yes, please briefly describe (500 characters or less)
  
- o Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency? • Yes No  
If yes, please briefly describe (500 characters or less)

### PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in FY2020. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations

Example: Communicate effectively in a variety of contexts and formats Exceeded faculty expectations

All six Program Student Learning Outcomes were assessed for AY 2020

Outcome 1: Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions. Did not meet faculty expectations.

Outcome 2: Design, implement, and evaluate a computing-based solution to meet a given set of requirements. Did not meet faculty expectations.



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## PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.

- 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/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 AY21.

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

We continued to monitor the impact of creating and requiring CSDE A100 and A201 retention

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



included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on



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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)

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DEAN SECTION (Due to the program on January 15)