



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 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 State 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 a new academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the 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. 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, use the following format:
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For technical assistance with this form, email Academic Affairs at aa@alaska.edu

PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 4/25/2022





intended to support students in developing and enacting the knowledge and skills that promote personal and professional growth and community engagement.

- o Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases 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 AY21. 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.

1. Demonstrate advanced content and pedagogical knowledge for teaching-Met faculty expectations
2. Use research to inform professional practice-Met faculty expectations
3. Explain the relationship between education and social justice-Met faculty expectations
4. Demonstrate leadership and facilitation skills for the professional context-Met faculty expectations
5. Translate educational theories into culturally responsive practice-Met faculty expectations

3. Describe your assessment process for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

The formative assessments in EDTL A698 (Phase





No changes were implemented in AY21.

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

7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that demonstrate this. (750 characters or less)

The M.Ed. Teaching and Learning program assessment is comprehensive, systematic and clearly focused on the PSLOs. It also incorporates formative and summative assessment processes through the structure and delivery of specified required courses: EDTL A651 and EDTL A698.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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

8. Respond to at least one of the following metrics Student success depends on many aspects of a



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2. Is there something the program is 2021