



2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15th the deadline)

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Assessment reporting informs decision making and resource allocation aimed at improving learning and success. It also enables the AAC to analyze assessment across the institution and to report 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, we have moved to one academic assessment reporting mechanism. The below form merges and



PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/14/2022

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Program(s) covered in this report: Biological Sciences BA/BS



1. A.

If last year you provided your program's current
designed c



PROGRAM STUDENT LEARNING OUTCOMES

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

(3) Read, analyze and synthesize primary literature, and communicate scientific concepts and data in written and oral form. This work met faculty expectations.

3. Describe your assessment process for these Program Student Learning Outcomes, including the collection of data, analysis of data, and (and/or other, e.g., advisory board) conversations around the findings.

To evaluate the learning outcome in AY 2, a committee of 3 faculty members collected artifacts from lower division and upper division courses (BIOL 101 and BIOL 102) that contained assignments that allow students to share their science skills. We then used this



BIOL A273/243, BIOLA310, BIOA311, and BIOL A455. While student achievement might remain similar, we will have a fuller picture of their communication abilities.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how your program uses the results of previous assessment cycle to



STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Student success depends on many aspects of a student's experience. Factors that can relate to correct placement, course sequencing, standardized prerequisites across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps. In the below metrics, as well as to improve overall student achievement, a team participating in the NWCCU Data Equity Fellowship will help to guide these conversations.

8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. THIS IS HERE JUST FOR THEIR REFERENCE.
- Describe the actions your program is taking to improve student achievement in one or more of the following metrics. Also describe any resulting improvements in student learning.

| Metric | Definition | Rationale |
|---|--|---|
| UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division). | The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. <i>Data source: RTPP end-of-term freeze files. Disaggregate as per accreditation.</i> | Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity. |





1. Based on the program's responses above, what guidance is moving forward?

Since Biology, like many programs, has gone to a rotation approach in courses, it may be wise to have the major-specific core competencies built into and assessed in a variety of courses. The department has acknowledged the need for updating their assessment processes and rubrics to more accurately reflect the methods and methods of scientific inquiry. Also encouraged to follow up on this. Also acknowledged was the need to communicate the current assessment PSLO(s) as earmarked, to faculty, to incorporate this up front into the curriculum.