



2022 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 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 moved 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.

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.

2 four program graduates were accepted to graduate programs in

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Anchorage, AK 99508-4614
907.786.1050

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.

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1. A. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

If you have implemented a specifically designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)

This is our first submission of this report. The OEC was approved last year.

If

PROGRAM STUDENT LEARNING OUTCOMES

2.

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 AY2

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

8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION 8 FOR THEIR REPORT DUE ON OCTOBER 15, 2021 IS HERE JUST FOR THEIR REFERENCE. Describe the actions your program is taking to improve student achievement in one or

Metric	Definition	Rationale
	as per accreditation on an annual basis.	engagement and growth and also ensures that students can complete in a timely manner.

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 postgraduation employment in the field or a related field. (750 characters or less)

DEAN SECTION Due to the program on