



2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM  
(Due October 15<sup>th</sup> 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. Assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It allows the AAC to analyze assessment across the institution and to report to the 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, we have adopted one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Report and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to achievement of institutional core competencies to student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions or 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. Rather, use statements such as "four program graduates were placed on graduate programs in the field." Programs with specialized accreditation have 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 boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop boxes, if you want to undo a "Z" or "Command" command

To ensure the fillable fields function correctly, the form



PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/11/2022

Submitted by Benjamin Rush, Assistant Professor, blrush@alaska.edu

Program(s) covered in this report Outdoor Leadership AAS

If you selected "Other" as a category, please identify, please

College: College of Health

Campuses where the program(s) is delivered  Anchorage  KOD  KPC  MSC  PWSC

Specialized accrediting agency (if applicable) Select Specialized Accrediting Agency or N/A

If explanation is necessary, such as only some of the certificates and degrees are covered by specialized accreditation, briefly describe:

### INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and professional success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four core competencies at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g. courses), co-curricular (e.g. internships, conferences), and extra-curricular (e.g. student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes, Passions, Professional, and Community Responsibility (PCR) integrated into the AY21 Annual Academic Assessment Report. The AY21 Annual Academic Assessment Report is being completed in AY22.



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





and I agree with him. I think the capstone can help with this because so many issues can arise that need attention and the answer is not always in the book. SLO 4 and 5. We have made changes in this because our big

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that. (750 characters or less)
1. Continue student evaluation forms after each class for student feedback.
  2. Faculty needs diversity. I added another new adjunct faculty to our program who was one of our students.
  3. The addition of new classes. We did add several classes, and has proven to be successful because they were full. Internships. Provide more internships and professional connections with outdoor professionals.

#### PROGRAM IMPROVEMENTS AND ASSESSMENT IMPACT ON STUDENT LEARNING

6. In the past academic year, did your program use the results of previous assessment cycle 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, course capacity, grading structure (pass/fail, 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)





Metric	Definition	Rationale
	<p>trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i></p>	<p>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.</p>
<p>ANNUAL RETENTION 1<sup>ST</sup> TO 2<sup>ND</sup> FALL</p>	<p>Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i></p>	<p>Following the student from the 1<sup>st</sup> fall to 2<sup>nd</sup> fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.</p>
<p>SEMESTERS TO DEGREE GRADUATE PROGRAMS</p>	<p>The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i></p>	<p>Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.</p>



attending the University of Alaska at UAS. He is still attending UAS and will be in Valdez this fall presenting at the OL conference.

We also have our first graduate student hired as an adjunct professor. He was one of our exemplary students. He came here 3 years ago, he was a student here after graduating, became our first student to be an adjunct professor.

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DEAN SECTION (Due to the program January 15)

1. Based on the program's responses above, what guidance is needed to move forward? (750 characters or less)

The program has done well with using past assessment findings to incorporate program changes. In particular, the program's heavy emphasis on communication has also articulated a strong connection to industry need and the skills graduates need to be successful in the industry. The program is encouraged to continue with the very tangible use of assessment data to strengthen the program and meet workforce demands and student expectations.

2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning? For example, the achievement of Program Student Learning Outcomes, the closing of equity gaps, addressing the core competencies. (750 characters or less)

A significant strength in this program's assessment is the use of feedback/assessment data. The program director is commended for routinely observing adjunct faculty and providing them guidance and support as needed to ensure program goals and objectives are met and their development is supported. As noted above, the community engagement activities are excellent and strongly support UAA core competencies.

Dean's signature \_\_\_\_\_

Date: 1/10/2023