



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 the State 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 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. Four program graduates were accepted to graduate programs in 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 instructions:  
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Note: To ensure the fillable fields function correctly, the form



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### 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:10/12/2022

Submitted by:LeeAnneCarrothers



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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.

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designed course, assignment, or activity that develops and showcases the student learning  
in this core competency, please discus.00257(c)1(d)3.99714997857<0176857(edc00062(,325.t)-0.0



## PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed ~~AY 21~~ For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations,

from asynchronous online to also having weekly Zoom meetings to ensure student engagement with and understanding of the materials.

## 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



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responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on the LRA. The LRA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

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

| Metric | Definition |
|--------|------------|
|--------|------------|



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Metric

Definition

Rationale



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