



UAA Faculty Senate Academic Assessment Committee

Agenda: October 6, 2017

11:00am - 12:30pm, ADM 204

Skype for Business: Join online at <https://meet.uaa.alaska.edu/macarlson/I6FZBWWQ>
or Call 786-6755 or 1-844-368-7867 and enter Conference ID 642461

1. Approval of Agenda
2. Approval of Minutes
3. Vice Provost report and discussion
 - Institutional Self-Study <https://www.uaa.alaska.edu/academics/office-of-academic-affairs/institutional-self-study/index.cshtml>
 - i. Assessment Sections of Self-Study (*In the [Self-Study report](#), see Standard 1 pgs. 5-6; Standard 2 pgs. 20-22; and Standard 4 pgs. 1, 8-10, and 15-18*)
 - Annual Academic Assessment Seminar
 - i. Multi-State Collaborative to Advance Quality Student Learning
 1. AAC&U Value Rubrics for Critical Thinking, Quantitative Literacy, Written Communication, and Civic Engagement (pgs. 3-10)
 2. AAC&U *On Solid Ground* Report
https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/_documents/2017-Assmt-Seminar-AACU-On-Solid-Ground.pdf
 - ii. Annual Academic Assessment Seminar Feedback (pgs. 11-13)
 - Related Instruction
4. Assessment Plan Reviews
Assessment plans attached for your review. Links to the curriculum provided below.
 - 11:30: Dietetics BS, Program Representative: Kendra Sticka, Associate Professor of Dietetics and Nutrition (pgs. 14-15)
<https://nextcatalog.uaa.alaska.edu/programadmin/?code=DITC-BS>
5. Informational Assessment Plan Changes – none
6. Upcoming Plans
 - Medical Assisting AAS – October 20th (*faculty unavailable 10/6*)
7. Information Items
 - Reminder: Annual Academic Assessment Reports due October 15th – posted by designated faculty on the [Academic Assessment Repository](#) on *IR-Reports*
 - General Education Assessment Workshops and Forums (pg. 16) – *October date change*
 - *Degrees That Matter: Moving Higher Education to a Learning System Paradigm*
<https://sty.presswarehouse.com/Books/BookDetail.aspx?productID=470980>



Committee Members

Bill Myers, CAS	Scott Downing, KPC
Christina McDowell, CBPP	Cynthia Falcone, Kodiak
Jonathan Bartels, COE	Craig Titus, PWSC
Jeff Hollingsworth, CoEng	Jennifer Brock, Faculty Senate
Kathi Trawver, COH, <i>Co-Chair</i>	Rachel Graham, Faculty Senate, <i>Co-Chair</i>
Albert Grant, CTC	<i>Vacant</i> , Faculty Senate
Deborah Mole, Library	<i>Vacant</i> , Faculty Senate
Holly Bell, Mat-Su	Susan Kalina, OAA (<i>ex officio</i>)

X = Attendance

Scheduled Meeting Dates Academic Year 2018 <i>(First and third Fridays unless otherwise noted)</i>		
Date	Time	Location
8/25	11:00-12:30p	ADM 204
9/1	11:00-12:30p	ADM 204
9/8	Assessment Seminar 9:00-12:30	LIB 307
9/15	11:00-12:30p	Cancelled
10/6	11:00-12:30p	ADM 204
10/20	11:00-12:30p	ADM 204
11/3	11:00-12:30p	RH 303 (note room change)
11/17	11:00-12:30p	ADM 204
12/1	11:00-12:30p	ADM 204
12/15	11:00-12:30p	ADM 204
1/19	11:00-12:30p	ADM 204
2/2	11:00-12:30p	ADM 204
2/16	11:00-12:30p	ADM 204
3/2	11:00-12:30p	TBD
3/16 – Holiday		
4/6	11:00-12:30p	ADM 204
4/20	11:00-12:30p	ADM 204
5/4	11:00-12:30p	ADM 204

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



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Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Quantitative Literacy Across the Disciplines

Current trends in general education reform demonstrate that faculty are recognizing the steadily growing importance of Quantitative Literacy (QL) in an increasingly quantitative and data-dense world. AAC&U's recent survey showed that concerns about QL skills are shared by employers, who recognize that many of today's students will need a wide range of high level quantitative skills to complete their work responsibilities. Virtually all of today's students, regardless of career choice, will need basic QL skills such as the ability to draw information from charts, graphs, and geometric figures, and the ability to accurately complete straightforward estimations and calculations.

Preliminary efforts to find student work products which demonstrate QL skills proved a challenge in this rubric creation process. It's possible to find pages of mathematical problems, but what those problem sets don't demonstrate is whether the student was able to think about and understand the meaning of her work. It's possible to find research papers that include quantitative information, but those papers often don't provide evidence that allows the evaluator to see how much of the thinking was done by the original source (often carefully cited in the paper) and how much was done by the student herself, or whether conclusions drawn from analysis of the source material are even accurate.

Given widespread agreement about the importance of QL, it becomes incumbent on faculty to develop new kinds of assignments which give students substantive, contextualized experience in using such skills as analyzing quantitative information, representing quantitative information in appropriate forms, completing calculations to answer meaningful questions, making judgments based on quantitative data and communicating the results of that work for various purposes and audiences. As students gain experience with those skills, faculty must develop assignments that require students to create work products which reveal their thought processes and demonstrate the range of their QL skills.

This rubric provides for faculty a definition for QL and a rubric describing four levels of QL achievement which might be observed in work products within work samples or collections of work. Members of AAC&U's rubric development team for QL hope that these materials will aid in the assessment of QL – but, equally important, we hope that they will help institutions and individuals in the effort to more thoroughly embed QL across the curriculum of colleges and universities.

Framing Language

This rubric has been designed for the evaluation of work that addresses quantitative literacy (QL) in a substantive way. QL is not just computation, not just the citing of someone else's data. QL is a habit of mind, a way of thinking about the world that relies on data and on the mathematical analysis of data to make connections and draw conclusions. Teaching QL requires us to design assignments that address authentic, data-based problems. Such assignments may call for the traditional written paper, but we can imagine other alternatives: a video of a PowerPoint presentation, perhaps, or a well designed series of web pages. In any case, a successful demonstration of QL will place the mathematical work in the context of a full and robust discussion of the underlying issues addressed by the assignment.

Finally, QL skills can be applied to a wide array of problems of varying difficulty, confounding the use of this rubric. For example, the same student might demonstrate high levels of QL achievement when working on a simplistic problem and low levels of QL achievement when working on a very complex problem. Thus, to accurately assess a student's QL achievement it may be necessary to measure QL achievement within the context of problem complexity, much as is done in diving competitions where two scores are given, one for the difficulty of the dive, and the other for the skill in accomplishing the dive. In this context, that would mean giving one score for the complexity of the problem and another score for the QL achievement in solving the problem.

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>
Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



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Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/ Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

WRITTEN COMMUNICATION VALUE RUBRIC

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Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

CIVIC ENGAGEMENT VALUE RUBRIC

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Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- ⑩ The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- ⑩ The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- ⑩ The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- ⑩ The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

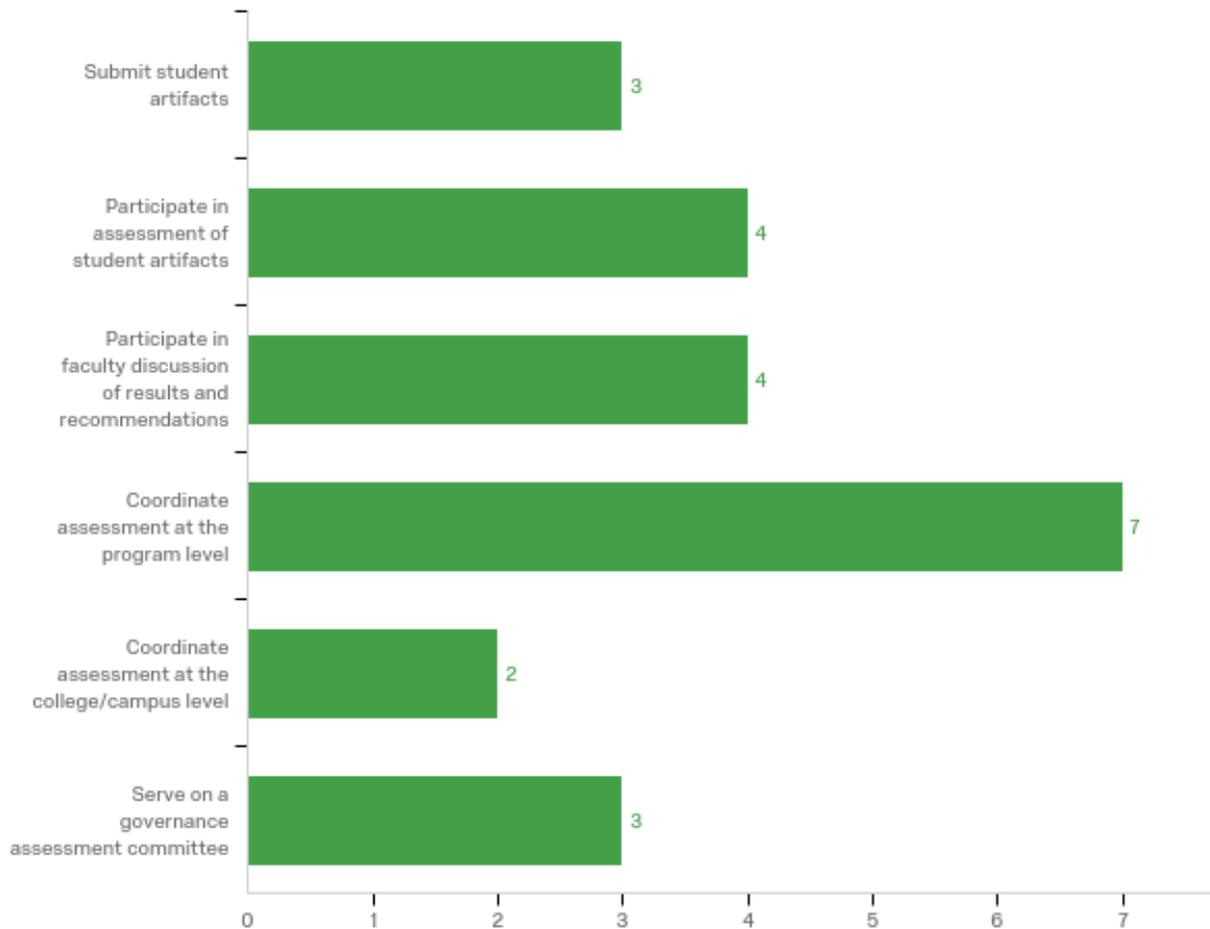
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

Assessment Seminar Feedback 2017

October 2nd 2017, 10:41 am AKDT

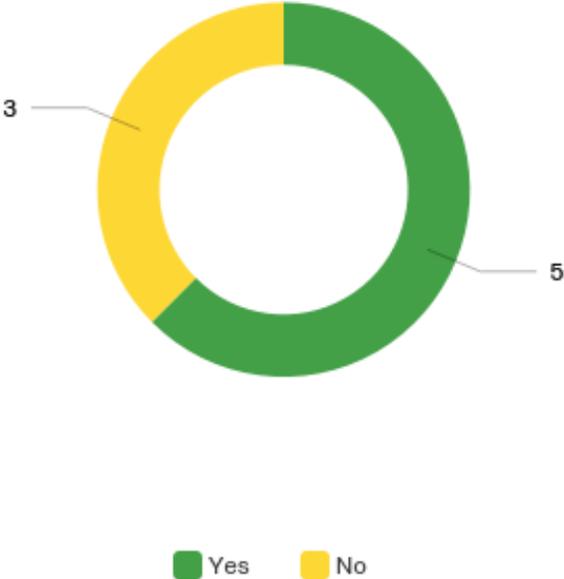
What is your role in assessment? (You may select more than one response.)



The Seminar highlighted faculty who have used assessment findings to guide course and program improvements, both in their disciplines and for general education. Was this helpful to you? Will you try something new as a result of what you learned? If so, what?

Embedding test questions in multiple courses.
I thought it was helpful to know the historical perspective of how a department challenged themselves to change the curriculum
I was very inspired by the Biological Sciences Program Presentation. We are doing similar curricular mapping in our program. It was wonderful to listen to such an articulate speaker such as Kris.
it was helpful in providing possible changes given what we have learned from assessment
Yes, it was helpful.
Yes, it was helpful. My area of responsibility is only with a graduate program. Nevertheless, I found it quite helpful to see what other departments are doing. I particularly liked the presentation by the faculty member from Biology. I can't specifically recall the details but was impressed with the restructuring of the curriculum in a manner that improved the undergraduate degree program in Biology.
Yes.

General education assessment was one area highlighted by faculty during the Seminar. This year's general education assessment will focus on the quantitative skills, natural sciences, and knowledge integration GER student learning outcomes, using student data from across general education and programs. Would you be interested in contributing to this shared assessment?



Since you indicated an interest in contributing to general education assessment this year, please provide your email address. (Your survey responses will be kept confidential.)

argrant2@alaska.edu
jmcFerran@alaska.edu
jrush8@alaska.edu
mafitch@alaska.edu
rmhannah@alaska.edu

The Seminar also featured Dr. Julie Carnahan, Vice President, State Higher Education Executive Officers Association (SHEEO), representing the Multi-State Collaborative to Advance Quality Student Learning. (As a reminder, the On Solid Ground report is posted here.) From your perspective, what would be the benefits of UAA participating in this Collaborative?

I am not certain on what the benefits would be. (As mentioned above, I am not involved in undergraduate teaching.)
It will force all programs to keep up with national norms of other participating institutions.
Minimal
national comparisons could be useful to many institutions in determining reasonable success levels

Numerous benefits, including getting our faculty and administration more tied in with national conversations on both assessment and the GER, providing valuable feedback for our faculty on how our students' preparation compares nationally, and providing the opportunity for our faculty to receive valuable training. Some social science/education faculty might even be able to find collaboration and research opportunities.

One benefit would be more meaningful assessments that should lead to improves throughout the curriculum.

Do you have any additional comments or feedback related to this year's Seminar?

It was great!

No additional comments or feedback.

No.

Not what I expected. I was looking for practical suggestions in completing program assessments. How other faculty do it, what kinds of things do they look at, etc.

Do you have suggestions for future Seminars?

More specific agenda on what was going to be covered and who the targeted audience was.

No.

Not at this time.

Request more talented faculty to speak about the innovations in their programs.

Tremendous amount of material to cover, and quite relevant to faculty. Especially important to CTC as their name changes to UTC and they 'take over' tier 1 GERs. VERY applicable focus area for UTC faculty if training is made available.



UNIVERSITY *of* ALASKA ANCHORAGE

Bachelor of Science, Dietetics

Academic Assessment Plan

Adopted by

The Dietetics and Nutrition faculty: *August 23, 2017*

Submitted to the Academic Assessment Committee via:

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August 24, 2017

***Reviewed by the Academic Assessment Committee: 10/6/17
Reviewed as an information item by the Faculty Senate: TBD***

MISSION STATEMENT

Guide the future of dietetics in Alaska by preparing students for supervised practice.

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with a Bachelor of Science in Dietetics will be able to:

- Integrate scientific information and the translation of research into practice.
- Demonstrate beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.
- Develop nutrition-related information, products and services to individuals, groups, and populations.
- Apply principles of management and systems in the provision of nutrition-related services to individuals and organizations.

MEASURES

- Didactic Program in Dietetics Student Learning Outcomes Assessment Plan learning activities
- Program graduate surveys

PROCESS

Assignments are integrated throughout the curriculum to assess various aspects of each of the program student learning outcomes (PSLOs). These assignments and target standards are tracked annually for all students completing those classes in the previous years. Faculty teaching the courses provide the data to the assessment coordinator for compilation. Additionally, graduates are sent surveys at the end of their Bachelor's degree program, one year post-graduation, and three years post-graduation to assess their perception of how well their degree prepared them for practice in the areas addressed in the PSLOs. Pass rate data on the national Registered Dietitian Nutritionist exam is maintained for an overall assessment of students' preparation to enter the field of dietetics. The program coordinator compiles assessment data following each spring semester for the previous year. At the beginning of the fall semester, DN faculty meet to discuss the outcomes data and discuss opportunities and plans for program improvement.

AY2018 General Education Assessment Workshops and Forums



*A map does not just chart,
it unlocks and formulates meaning;
it forms bridges
between here and there,
between disparate ideas
that we did not know
were previously connected.*
-Reif Larsen

Building on September’s Academic Assessment Seminar, Dan Kline (Director of General Education) will lead a series of workshops for faculty from across UAA (1) to develop a curriculum map of their majors and programs, (2) to align programs and majors to UAA GER outcomes, (3) to create assignments and rubrics to evaluate the GER Student Learning Outcomes, and (4) to map out an approach to assessment that fosters student success in the programs and majors as well as the GER assessment required by the Northwest Commission on Colleges and Universities’ reaffirmation of UAA’s accreditation.

In AY16, the GER Curriculum Mapping Workshops led to the development of a shared rubric which can be used in both GER courses and by programs to assess outcomes in **Written Communication, Oral Communication, and Information Literacy**; in AY17, the faculty workshops developed indicators in the **Social Sciences, Humanities, and Fine Arts**. This year’s workshops will focus upon the development of shared rubrics in **Quantitative Skills, Natural Sciences, and Knowledge Integration**.

Throughout the process, we will develop practical tools for curriculum mapping and assessment, and at the end of the CAFE series, we hope to have a group of programs and majors that are willing to pilot this assessment process on May 7-8, 2018, along with members of the AA assessment team.

You do not need to attend all three CAFE sessions to benefit from the discussion. All faculty, programs, and majors are invited – from certificates and associate degrees to baccalaureate, masters, and doctoral degrees.

This year there will also be discussions about Alaska Native-themed general education, general education and High Impact Practices, and looking ahead in general education and student success.

The workshop and forum series will repeat in the spring semester.

Unless otherwise indicated, workshops will be held from 10:00-11:30 and forums from 11:30-12:30. They will be available to join by distance. Registration links allow participants to register for each date’s workshop, forum, or both.

Date	Room	Forum/Workshop	Register
Fri 9/22	LIB 307	GER Assessment Workshop 1: Curriculum Mapping & Shared Assessment	Register
		GER Forum: Alaska Native-Themed General Education Discussion	
Fri 10/20 *NEW DATE*	LIB 302A *NEW ROOM*	GER Assessment Workshop 2: Student Learning Outcomes & Rubric Development	Register
		GER Forum: General Education High Impact Practices (HIPs) & Student Success	
Fri 11/10	RH 303	GER Assessment Workshop 3: Rubric Development & Student Work	Register
		GER Forum: Looking Ahead in General Education	
Fri 1/26	LIB 307	GER Assessment Workshop 1: Curriculum Mapping & Shared Assessment	Register
		GER Forum: Alaska Native-Themed General Education Discussion	
Fri 2/23	LIB 302A	GER Assessment Workshop 2: Student Learning Outcomes & Rubric Development	Register
		GER Forum: General Education High Impact Practices (HIPs) & Student Success	
Fri 3/23	LIB 302A	GER Assessment Workshop 3: Rubric Development & Student Work	Register
		GER Forum: Looking Ahead in General Education	
Mon 5/7– Tues 5/8	LIB 307	GER/AA Assessment Soiree— 9:00 am to 1:00 pm	Register

Questions? Contact Dr. Dan Kline, General Education Director, at 786-4364 or dtkline@alaska.edu. Questions about connecting by distance? Email uaa.aaa@alaska.edu.