UAA Faculty Senate Academic Assessment Committee
Agenda: November 17, 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 (pgs. 4-6)

3. Chair’s Discussion
   • Annual Academic Assessment Survey section on success stories (pgs.7-16)
   • Outreach to the colleges

4. Vice Provost report and discussion
   • AAC&U Value Institute http://valueinstituteassessment.org/ (pgs. 17-18)
     • Assessment website
       o Assessment reporting job aid (pgs. 19-20)
     • 2018 Annual Academic Assessment Seminar
       o National Institute for Learning Outcomes Assessment
         http://www.learningoutcomesassessment.org/

5. Assessment Plan Reviews – none

6. Informational Assessment Plan Changes
   • Children’s Mental Health GC – Last AAC review 5/5/17 (pgs. 21-34)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=CMHL-GRCERT
   • Economics BA – Last AAC review 5/5/17 (pgs. 35-46)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=ECON-BA
   • Economics BBA – Last AAC review 3/3/17 (pgs. 47-63)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=ECON-BBA
   • Educational Leadership MEd and Educational Leadership: Principal GC – Last AAC
     review 4/15/16 (pgs. 64-84)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=EDLD-MED
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=TCPR-GRCERT
   • English BA – Last AAC review waived 2013, program plans to revise plan in AY19
     (pgs. 85-92)
https://nextcatalog.uaa.alaska.edu/programadmin/?code=ENGL-BA

- Environment and Society BS – Last AAC review 2/26/15 (pgs. 93-109)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=ENSO-BS

- Phlebotomist OEC – Last AAC review 3/6/15 (pgs. 110-127)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=PHLE-OECERT

7. Upcoming Plans

8. Information Items
  - General Education Assessment Workshops and Forums (pg. 128)

### Committee Members

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<tr>
<th>Bill Myers, CAS</th>
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<td>Jeff Hollingsworth, CoEng</td>
<td>Jennifer Brock, Faculty Senate</td>
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<td>Kathi Trawver, COH, Co-Chair</td>
<td>Rachel Graham, Faculty Senate, Co-Chair</td>
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<td>Albert Grant, CTC</td>
<td>Vacant, Faculty Senate</td>
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<td>Deborah Mole, Library</td>
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<td>Holly Bell, Mat-Su</td>
<td>Susan Kalina, OAA (ex officio)</td>
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### Scheduled Meeting Dates Academic Year 2018
*(First and third Fridays unless otherwise noted)*

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UAA Faculty Senate Academic Assessment Committee
Summary: November 3, 2017
11:00am - 12:30pm, RH 303
Skype for Business: Join online at https://meet.uaa.alaska.edu/macarlson/l6FZBWWQ
or Call 786-6755 or 1-844-368-7867 and enter Conference ID 642461

1. Approval of Agenda – approved

2. Approval of Minutes (pgs. 3-5) – approved

3. Chair’s Discussion
   • Annual Academic Assessment Survey section on success stories
   • Inviting in the colleges

4. Vice Provost report and discussion
   • Assessment website
     The committee held initial discussion about a proposed format developed by
     Academic Affairs which would align with the recently revised Curriculum page
     format. Christy and Rachel will work on a flowchart for assessment processes.

5. Discussion of General Education Assessment AY17 Report: Dan Kline, General Education
   Director and Professor of English (pgs. 6-14)
   Dan Kline presented on general education assessment. The nine GER outcomes are assessed
   across the student experience and the entire curriculum, across all disciplines and courses. The
   shared assessment process was developed over three years by a Faculty Senate GER
   Assessment Task Force.

   The general education and Associate of Arts assessment teams are working together. In 2017,
   18 faculty from three campuses participated on these teams in extensive review of the data.

   This year’s focus is on communicating the assessment results with faculty, deans, and campus
   directors. Faculty are encouraged to think about scaffolding the outcomes, such as written
   communication, across assignments. Dan Kline asked the AAC to talk about general
   education assessment with faculty and encourage them to participate.

   The next step will be reviewing general education and what it should look like going forward.

6. Assessment Plan Reviews
   Assessment plan attached for your review. Link to the curriculum provided below:
   • Clinical-Community Psychology PhD, Program Representative: Vivian Gonzalez,
     Associate Professor, Psychology (pgs. 15-56)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=CLCO-DOCDEG
The AAC noted the plan included a great deal of work to implement, and that it was beyond institutional assessment requirements. The program indicated they were pleased with the plan, as it meets their specialized accreditation requirements.

7. Informational Assessment Plan Changes
   • General Management MBA (pgs. 57-68)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=GMGT-MBA

8. Upcoming Plans

9. Information Items
   • General Education Assessment Workshops and Forums (pg. 69)
   • Performance Report Academic Program Outcomes Assessment Excerpt (pg. 70)

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*Scheduled Meeting Dates Academic Year 2018 (First and third Fridays unless otherwise noted)*
2017 Annual Academic Assessment Survey

Q1 The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. The Annual Academic Assessment Survey enables the AAC to analyze assessment across the institution and to respond to Statewide, BOR, legislative, and NWCCU requests for information about overall student achievement of program learning outcomes. We thank you for your continued support of and participation in this annual activity.

Q2 Please enter your full name.

Q3 Please enter your title or position.

Q4 In the case that the Faculty Senate Academic Assessment Committee or the Office of Academic Affairs needs to contact you or a designee to discuss any of these survey responses, please provide the appropriate name(s) and contact information.

Q5 Please select the college you are reporting for.
- College of Arts and Sciences
- College of Business and Public Policy
- College of Education
- College of Engineering
- Community and Technical College
- Kenai Peninsula College
- Kodiak College
- Matanuska-Susitna College
- Prince William Sound College
- General Education
Display This Question:
If What college are you reporting for? College of Arts and Sciences Is Selected

Q6 Please select the degree program you are submitting this survey for.

- Anthropology, BA / Anthropology, BS
- Anthropology, MA
- Applied Ethics, UC
- Art, BA / Art, BFA
- Biological Sciences, BA / Biological Sciences, BS
- Biological Sciences, MS
- Chemistry, BS
- Children’s Mental Health, GCRT
- Clinical Psychology, MS
- Clinical-Community Psychology, PHD
- Creative Writing & Literary Arts, MFA
- English, BA
- English, MA
- Environment & Society, BA / Environment & Society, BS
- General Program, AA
- Geological Science, BS
- History, BA
- International Studies, BA
- Journalism & Public Comm, BA
- Languages, BA
- Liberal Studies, BLS
- Mathematics, BA / Mathematics, BS
- Music, BA Music, BM
- Natural Sciences, BS
- Philosophy, BA
- Political Science, BA
- Psychology, BA / Psychology, BS
- Sociology, BA / Sociology, BS
- Theatre, BA
Display This Question:
If What college are you reporting for? College of Business and Public Policy Is Selected
Q7 Please select the degree program you are submitting this survey for.
- Accounting, AAS
- Accounting, BBA
- Business Computer Info Systems, AAS
- Economics, BA
- Economics, BBA
- Finance, BBA
- General Management, MBA
- Global Log Supply Chain Mgmt, BBA
- Global Supply Chain Mgmt, MS
- Logistics & Supply Chain Ops, AAS / Logistics & Supply Chain Ops, UC / Logistics & Supply Chain Ops, OEC
- Management, BBA
- Management Information Systems, BBA
- Marketing, BBA
- Public Administration, MPA
- Retail Management, UC
- Small Business Administration, AAS

Display This Question:
If What college are you reporting for? College of Education Is Selected
Q8 Please select the degree program you are submitting this survey for.
- Counselor Education, GCRT
- Counselor Education, MED
- Early Childhood Development, AAS / Early Childhood Development, UC
- Early Childhood Education, BA / Early Childhood, PBCT
- Early Childhood Spec Educ, MED
- Education, MAT
- Educational Leadership, MED / Ed Leadership: Principal, GCRT
- Ed Leadership: Superintendent, GCRT
- Elementary Education, BA / Elementary Education (K-6), PBCT
- Language Education, GCRT
- Special Education, MED / Special Education, GCRT
- Speech Language Pathology, PBCT
- Teaching and Learning, MED
Display This Question:
If What college are you reporting for? School of Engineering Is Selected
Q9 Please select the degree program you are submitting this survey for.
- Appl Environ Science & Tech, MO / Appl Environ Science & Tech, MS
- Arctic Engineering, MS
- Civil Engineering, BS
- Civil Engineering, MS / Civil Engineering, MCE
- Computer Science, BA / Computer Science, BS
- Computer Systems Engineering, BS
- Electrical Engineering, BS
- Engineering Management, MS / Science Management, MS
- Environmental Reg & Permitting, GCRT
- Geomatics, BS Geomatics, AAS / Geographic Information Sys, UC
- Mechanical Engineering, BS
- Mechanical Engineering, MS
- Project Management, MS
Q10 Please select the degree program you are submitting this survey for.

- Advanced Human Service Systems, GCRT
- Children's Behavioral Health, OEC
- Civic Engagement, UC
- Clinical Assistant, OEC
- Dental Assisting, AAS / Dental Assisting, UC
- Dental Hygiene, AAS
- Dental Hygiene, BS
- Diagnostic Medical Sonography, AAS
- Dietetic Internship, GCRT
- Dietetics, BS
- Fire & Emergency Services Tech, AAS
- Fitness Leadership, OEC
- Health Sciences, BS
- Human Services, AAS / Human Services, BHS Conflict Resolution, OEC
- Justice, BA
- Legal Studies, BA / Paralegal Studies, AAS / Legal Nurse Consultant Paralegal, UC / Paralegal Studies, PBCT
- Limited Radiography, OEC
- Medical Assisting, AAS
- Medical Lab Technology, AAS
- Medical Laboratory Science, BS
- Medical Office Coding, OEC
- Nursing, AAS
- Nursing Practice, DNP
- Nursing Science, BS
- Nursing Science, MS / Family Nurse Practitioner, GCRT / Nursing Education, GCRT / Psychia & Mentl Hlth Nur Pract, GCRT
- Nutrition, BS
- Outdoor Leadership, OEC
- Paralegal Studies, UC
- Pharmacy Technology, OEC
- Phlebotomist, OEC
- Physical Education, BS
- Physical Therapist Assistant, AAS
- Public Health Practice, MPH
- Radiologic Technology, AAS
- Social Work, BSW
- Social Work, MSW
Display This Question:
If What college are you reporting for? Community and Technical College Is Selected

Q11 Please select the degree program you are submitting this survey for.

- Advanced Welding, OEC
- Air Traffic Control, AAS
- Applied Technologies Leadership, BS
- Apprenticeship Technology, AAS
- Archit & Engr Technology, AAS / Architectural Technology, UC / Civil Technology, UC / Mech & Elect Technology, UC / Structural Technology, UC / CAD for Building Construction, OEC
- Automotive Technology, AAS / Automotive Technology, UC / Brakes, Suspension, Align, OEC / Electrical, OEC
- Aviation Administration, AAS
- Aviation Maint Technology, AAS
- Aviation Maint Technology - Airframe, UC
- Aviation Maint Technology - Powerplant, UC
- Aviation Technology, BS - Management Emphasis
- Aviation Technology, BS - Professional Piloting Emphasis
- Career & Technical Education, GCRT
- Career & Technical Education, MS
- Computer Info & Office Systems, AAS / Corporate Specified Skills, OEC / Office Foundations, OEC / Office Support, OEC
- Computer & Networking Tech, AAS / Computer & Networking Tech, UC / Cisco Cert Network Associate, OEC
- Construction Management, AAS
- Construction Management, BS
- Culinary Arts, AAS
- Diesel Power Technology, AAS Diesel Power Technology, UC
- Hospitality Restaurant Mgt, BA
- Nondestructive Testing, OEC
- Occupational Safety & Health, AAS
- Professional Piloting, AAS
- Welding, OEC
- Welding & Nondestructive Test Tech, AAS
Display This Question:
If What college are you reporting for? Kenai Peninsula College Is Selected
Q12 Please select the degree program you are submitting this survey for.
- Computer Electronics, AAS
- Computer Info Office Systems, AAS / Office Foundations, OEC / Office Support, OEC
- Corrections, UC / Corrections, OEC
- Digital Art, AAS
- General Business, AAS
- General Program, AA
- Industrial Process Instrumentation, AAS
- Paramedical Tech, AAS
- Process Technology, AAS / Petroleum Technology, UC
- Small Business Management, UC
- Welding Technology, UC

Display This Question:
If What college are you reporting for? Kodiak College Is Selected
Q13 Please select the degree program you are submitting this survey for.
- Accounting, AAS
- Alutiiq Language, OEC
- Computer Info Office Systems, AAS / Office Foundations, OEC / Office Support, OEC
- Computer Systems Technology, AAS
- General Business, AAS
- General Program, AA
- Technology, AAS / Welding, UC

Display This Question:
If What college are you reporting for? Matanuska-Susitna College Is Selected
Q14 Please select the degree program you are submitting this survey for.
- Accounting, AAS
- Computer Info & Office Systems, AAS / Office Foundations, OEC / Office Support, OEC
- Computer Systems Technology, AAS / Cisco Cert Network Associate, OEC
- General Business, AAS
- General Program, AA
- Human Services, AAS
- Paramedical Tech, AAS
- Small Business Administration, AAS
- Sustainable Energy, OEC
- Veterinary Assisting, OEC
Q15 Please select the degree program you are submitting this survey for.
- Direct Services Specialist, OEC
- Disability Services, AAS
- General Program, AA
- Industrial Technology, AAS
- Millwright, OEC
- Outdoor Leadership, AAS

Q16 Please select the degree program you are submitting this survey for.
- General Education

Q17 What is the status of your program? (Note: if neither of these options fit your program, please contact OAA for assistance at 786-1054 or uaa.aac@alaska.edu.)
- Active
- Admissions Suspended

If Admissions Suspended is Selected, Survey Ends.

Q18 Have you submitted your annual academic assessment report to your college?
- Yes
- Not yet

Q19 Is the program externally accredited by any organization other than the NWCCU?
- Yes
- No

Q20 Please estimate the percentage of program faculty who actively engaged in assessment activities this past academic year.
- 0-24%
- 25-49%
- 50-74%
- 75-100%

Q21 In the past academic year, has the program made changes to its assessment plan?
- Yes
- No
Display This Question:
If In the past academic year, has the program made changes to its assessment plan... Yes Is Selected
Q22 Please explain the purpose for the changes and briefly highlight what major changes were made.

Q23 Please select what stage of this year’s annual assessment process the program is in.
☑ No assessment data has been collected.
☑ Assessment data has been collected.
☑ Assessment data has been compiled or aggregated.
☑ Program faculty have reviewed and discussed assessment data.
☑ Program faculty have made recommendations for improvement based on assessment data.

Display This Question:
If Please select what stage of the annual assessment process... No assessment data has been collected. Is Selected
Q24 Please explain.

Display This Question:
If Please select what stage of the annual assessment process... Assessment data has been collected. Is Selected
Q25 Please estimate when data will be compiled or aggregated.

Display This Question:
If Please select what stage of the annual assessment process... Assessment data has been compiled or aggregated. Is Selected
Q26 Please estimate when program faculty will review and discuss assessment data.

Display This Question:
If Please select what stage of the annual assessment process... Program faculty have reviewed and discussed assessment data. Is Selected
Q27 Please estimate when program faculty will consider and make recommendations for improvement.

Display This Question:
If Please select what stage of the annual assessment process... Faculty have made improvement recommendations based on assessment data. Is Selected
Q28 Please describe any program improvement recommendations that have been made.

Q29 What is the number of current Program Student Learning Outcomes (PSLOs) for the program?
Q30 While not all PSLOs need to be measured annually, PSLOs should be measured within a reasonable review cycle. Please provide information below about the PSLOs that the program measured this academic year.

______ Indicate the number of measured PSLOs for which student achievement met or exceeded program faculty expectations.

______ Indicate the number of measured PSLOs for which student achievement did not meet program faculty expectations.

Q31 The ultimate goal of academic program assessment at UAA is to serve as a resource for improving teaching and learning. Over the course of this academic year, has the program used past assessment results to make improvements? If yes, 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, A-F)]
- Personnel decisions
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g. High Impact Practices)
- Faculty, staff, student development
- Other
- None were recommended for this year

Display This Question:
If The ultimate goal of academic program assessment at UAA is to serve as a resource for improving teaching and learning... Other Is Selected
Q32 Please briefly describe.

Q33 Would you like any assistance from the Faculty Senate Academic Assessment Committee?
- Yes
- No

Display This Question:
If Would you like any assistance from the Faculty Senate Academic Assessment Committee? Yes Is Selected
Q34 Please describe the type of assistance you are requesting.

Q35 The Faculty Senate Academic Assessment Committee is dedicated to minimizing additional assessment reporting requirements. Please let us know if you have any comments, concerns, or feedback on this survey tool.
Announcing the Most Comprehensive Resource for Student Learning Assessment

AAC&U is excited to announce the launch of the VALUE Institute in partnership with Indiana University’s Center for Postsecondary Research. Institutions are invited to participate in the VALUE Institute, a continuing resource for higher education institutions and providers to document, report, and use learning outcomes evidence to improve student success in college.

Join Today

FAQ

The VALUE Institute enables any higher education institution, department, program, state, consortium, or provider to utilize the VALUE rubrics approach to assessment by collecting and uploading samples of student work to a digital repository and having the work scored by certified VALUE Institute faculty scorers for external validation of institutional learning assessment. The VALUE Institute assessment results will provide participating institutions with actionable information about students’ learning and support capacity building for faculty, institutions, and policy makers on how to use VALUE evidence to support student success and effective pedagogy.

The VALUE Institute, in tandem with IU CPR’s National Survey of Student Engagement (NSSE), will create the country’s most comprehensive resource for direct and indirect evidence of student learning. This effort takes to a nationwide scale the initial work done in collaboration with the State Higher Education Executive Officers (SHEEO) association’s Multi-State Collaborative to Advance Quality Student Learning (MSC), the Minnesota Collaborative, the Great Lakes Colleges Association (GLCA) Collaborative, and nearly one hundred two- and four-year colleges and universities.

The VALUE Institute will provide evidence that allows faculty, institutional leaders, accreditors, policy makers, and even students themselves to assess and improve the levels of achievement on a set of cross-cutting competencies important for all disciplines.
We are thrilled to invite you to participate in the inaugural year of the VALUE Institute, and we encourage you to register now and reserve your spot for spring data collection and summer scoring!

For additional information and FAQs regarding VALUE Institute services, fees, and registration, visit http://valueinstituteassessment.org.

For questions, contact the VALUE Institute staff at 812-856-5824 or info@valueinstituteassessment.org.
Assessment Reporting
Job Aid

Dates to Remember

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Assessment Survey

A short Assessment Survey is due online for the ending academic year by June 15th. The survey can be accessed going to the following website, logging in, and scrolling to the bottom of the page:

https://ir-reports.uaa.alaska.edu/

Assessment Reports

The Assessment Report template can be found at the following website:

https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/assessment-handbook-and-templates.cshtml

Assessment Reports are due by October 15th for the previous year. They are to be submitted to the Anchorage Sharepoint site. Directions for each are below.

Anchorage

A copy of the Assessment Plan and Annual Assessment Report need to reside on Anchorage’s Sharepoint site. Assessment Plans should be submitted to Megan Carlson to be put onto the site once they have been reviewed by the Faculty Senate Assessment Committee.

To upload your Annual Assessment Report login to the UAA Institutional Research site at:

https://ir-reports.uaa.alaska.edu/Pages/Default.aspx

1) At the top of the page click the dropdown under Academic Programs, select Assessment.

2) On the left-hand side of the page, select the Anchorage academic department your degree program is aligned with.
3) On the right-hand side of the page, select the folder for your degree program. *Note: I’ve found sometimes I have to refresh the page to get it to go to the next level.

4) Also on the right side, click the folder for the most recent academic year.

5) Continuing on the right side, click the report folder.

6) To the right click the green text labeled “new document” to upload your Assessment Report. *Note: There are naming conventions for the files that must be followed [Year, “PRGR”, Degree program, Level (AAS, BBA, MBA, etc), College, Campus].
Graduate Certificate in Children’s Mental Health

Educational Effectiveness

Assessment Plan

Adopted by

The Psychology Department faculty
The School of Social Work faculty
The Special Education faculty

Reviewed with curriculum changes by the Academic Assessment Committee as an information item 11/17/17
Reviewed by the Faculty Senate as an information item TBD

Reviewed by the Academic Assessment Committee as an information item 5/5/17
Reviewed by the Faculty Senate as an information item 5/5/17

Original submission 12/6/10
TABLE OF CONTENTS

Introduction ........................................................................................................................................3
Program Objectives and Outcomes .............................................................................................. Error! Bookmark not defined.
Program Outcomes ....................................................................................................................... 4
Assessment Tools ........................................................................................................................... 6
Assessment Implementation & Analysis for Program Improvement .................................................. 9
  General Implementation Strategy .................................................................................................. 9
  Method of Data Analysis and Formulation of Recommendations for Program Improvement .... 9
  Modification of the Assessment Plan .......................................................................................... 10
Appendix A: Course Objective Measure ....................................................................................... 11
Appendix B: Exit Interview ............................................................................................................. Error! Bookmark not defined.
Appendix C: Alumni Survey ............................................................................................................. 12
Appendix D: Course Evaluation ....................................................................................................... 13
INTRODUCTION

Graduate Certificate Program Description

The Graduate Certificate in Children’s Mental Health prepares graduate students and post graduates to practice children’s mental health using principles and methods from multidisciplinary sources to assist in the mental health treatment of children and their families. The 14-credit graduate certificate identifies coursework from Social Work, Psychology and/or Education in the statewide UA academic system to fulfill its requirements. Students develop advanced knowledge and competencies for working with children’s mental health issues as well as cross-discipline skills for working in Alaska’s systems of care. Applicants may either be in a behavioral health graduate program or have graduated from an approved program.

Certificate Completion Requirements

Admitted students are required to complete curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better. No course must be below a grade of B.

This document defines the educational objectives and expected outcomes for the Graduate Certificate in Clinical Social Work Practice program and outlines a plan for assessing the achievement of the stated objectives and outcomes. The graduate certificate has been developed by the social work faculty in consultation with experienced local practitioners in the field of clinical social work. The graduate certificate plan was reviewed and approved by the School of Social Work Advisory Council (November, 2004).

This document defines the educational objectives and expected outcomes for the Graduate Certificate in Children’s Mental Health and outlines a plan for assessing the achievement of the stated objectives and outcomes. The Children’s Mental Health graduate certificate has been developed by the psychology, social work and special education faculty in response to feedback received by the Behavioral health Alliance (BHA) from behavioral health providers and state representatives on how to better meet the needs of the state’s behavioral health workforce needs. The BHA is a cross-campus University of Alaska task force that has been working on various aspects of this issue since 2008.

The development of the objectives and outcomes began with a review of core competency requirements in the children’s mental health programs of 12 Universities nationwide. They were finalized around the following 3 core programs: 1.) Alaskan Core Competencies for Direct Care Workers in Health and Human Services (AMHTA/AK; DHSS; UA; WICHE; Annapolis CBHW); 2) University of South Florida’s Child Mental Health program; and 3) Michigan Association of Infant Mental Health.

The faculty of the three departments will meet to review these objectives, outcomes, and assessment processes in the next week.
PROGRAM OBJECTIVES AND OUTCOMES

The educational objectives of the Graduate Certificate in Children’s Mental Health are to produce graduates who can specifically meet the needs of children by:

- Providing adequate clinical diagnoses and biopsychosocial assessments;
- Performing short- and/or long-term interventions;
- Establish treatment plans with measurable goals;
- Adapt interventions to maximize responsiveness;
- Demonstrate competence in clinical risk assessment and intervention;
- Recognize when personal issues affect clinical objectivity;
- Recognize and operate within their own practice limitations;
- Seek consultation when needed;
- Refer to sources of help when appropriate;
- Practice within established ethical and legal parameters.

PROGRAM OUTCOMES

The program is designed to prepare graduate students and post graduates to practice children’s mental health using principles and methods from multidisciplinary sources to assist in the mental health treatment of children and their families. In the program the students demonstrate their abilities to

1. Practice within the legal and ethical parameters of the profession;
2. Identify children and their families who are at risk and to assess and intervene properly;
3. Apply a variety of theories and methods of assessment and intervention in their practice;
4. Understand systems of care as they apply to children’s mental health; and
5. Assess, collaborate, intervene and document resources and services for children’s mental health.
### Table 1

**Association of Assessment Tools to Program Objectives**

<table>
<thead>
<tr>
<th>Courses Objective Measures</th>
<th>Exit Interview</th>
<th>Alumni Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide adequate clinical diagnoses and biopsychosocial assessments</strong></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Perform short- and/or long-term interventions</strong></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Establish treatment plans with measurable goals</strong></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Adapt interventions to maximize client responsiveness</strong></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Demonstrate competence in clinical risk assessment and intervention</strong></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Recognize when personal issues affect clinical objectivity</strong></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Recognize and operate within own practice limitations</strong></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Seek consultation when needed</strong></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Refer to sources of help when appropriate</strong></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Practice within established ethical and legal parameters</strong></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Tool is not used to measure the associated objective.  
1 = Tool is used to measure the associated objective.
ASSESSMENT TOOLS

A description of the tools used in the assessment of the program objectives and their implementation are summarized in Table 2 below. The tools and their relationships to the program objectives are listed in Table 1, above.

There is a separate appendix for each tool that shows the tool itself and describes its use and the factors that affect the results.

Table 2
Program Objectives Assessment Tools and Administration

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/ Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Objective Measure</td>
<td>Student rating of course objective attainment for each course objective listed on syllabus.</td>
<td>Multiple: End of each semester for all certificate courses</td>
<td>Written assessment</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Exit Interview</td>
<td>Focus group interview of graduates upon completion of certificate program.</td>
<td>Annual: Exit from program</td>
<td>Group discussion</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>Alumni Study</td>
<td>Alumni study to measure satisfaction with program, current level of practice, recommendations for program development.</td>
<td>Annual: 1 year post certificate completion</td>
<td>Mailed survey</td>
<td>SSW Program Evaluator</td>
</tr>
</tbody>
</table>
Table 3  
Association of Assessment Tools to Program Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Course Evaluation</th>
<th>Exit Interview</th>
<th>Alumni Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice within the legal and ethical parameters of the profession</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Identify children and their families who are at risk and to assess and intervene properly</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Apply a variety of theories and methods of assessment and intervention in their practice</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Understand systems of care as they apply to children’s mental health</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Assess, collaborate, intervene and document resources and services for children’s mental health</td>
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<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Tool is not used to measure the associated outcome.  
1 = Tool is used to measure the associated outcome.
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<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Evaluation</td>
<td>course grades</td>
<td>Fall &amp; Spring, semesters</td>
<td>Grade sheets</td>
<td>Course Instructor</td>
</tr>
<tr>
<td>Exit Interview</td>
<td>Focus group interview of graduates upon completion of certificate program</td>
<td>Annual: Exit from program</td>
<td>Group discussion</td>
<td>Certif. Program Coordinator</td>
</tr>
<tr>
<td>Alumni Study</td>
<td>Alumni study to measure satisfaction with program, current level of practice, recommendations for program development.</td>
<td>Annual: 1 year post certificate completion</td>
<td>Mailed survey</td>
<td>Certif. Program Coordinator</td>
</tr>
</tbody>
</table>
General Implementation Strategy

The Children’s Mental Health Graduate Certificate assessment plan will be conducted independently from each of the 3 departments’ (Psychology, Social Work, Special Education) program evaluation processes. An assessment committee will be appointed with at least one representative from each of the 3 participating programs.

The Program Coordinator for the Children’s Mental Health graduate certificate will gather data from multiple sources, at multiple points in time, to give the assessment committee a comprehensive picture of student knowledge and skills after they graduate. The assessment committee will work together to identify content areas for instruments, evaluation methodology, data analysis plans, and other activities in order to investigate attainment of program objectives and outcomes. Findings of the evaluation are disseminated to the committee and departmental faculty and utilized in program renewal.

Sources for data evaluating attainment of program objectives and outcomes include: certificate program students, program alumni and faculty assessments for courses in the program. All sources are considered important to the evaluation process and can influence program revisions to enhance the future success of the program.

Data are gathered at four different points in the academic year: 1) at the beginning of the Fall term, as students enter the program and their application data are reviewed; 2) at the end of the Fall term, concluding class and committee activities for the semester; 3) at the end of the Spring semester, as students prepare to complete courses for the academic year; and 4) during the summer when the Program Coordinator drafts program revisions based upon results of the program evaluation process. Multiple data points also include gathering data from alumni one year after graduating from the certificate program. Therefore, it is possible to measure change in objective attainment pre and post program participation. Although rigorous, collecting data throughout the year provides valuable information as the program is in process.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The Children’s Mental Health Certificate program’s assessment committee will meet twice annually at the end of semesters (Fall and Spring) to review the data collected using the assessment tools in the program evaluation process. The two meetings result in recommendations for program changes that are designed to enhance performance relative to the program’s objectives and outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes are to be forwarded to the office of Academic Affairs (in the required format) by the end of May each year. A plan for implementing the recommended changes is also to be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to the programs objectives and outcomes. Recommended changes will consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities

**Modification of the Assessment Plan**

The program assessment committee, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. The changes are to be approved by the faculty of the 3 programs. The modified assessment plan would be forwarded to the 3 departments, 3 schools/colleges and the Office of Academic Affairs.
APPENDIX A: COURSE OBJECTIVE MEASURE

Tool Description:

**Course and Program Objectives-Based Evaluations:** Upon completion of each course students are asked to rate their achievement of each course objective on a four point scale from 1- Did not achieve, 2-minimally achieved, 3-achieved, to 4-exceeded expectation.

Factors that affect the collected data:

Potential factors are fatigue and lack of perspective about the multidisciplinary approach.

How to interpret the data:

As a goal, the Children’s Mental Health graduate certificate program seeks a minimum of 80% of the responses to fall in the “3” or “4” category for each of the course objectives. This outcome measure provides data on all program objectives.
APPENDIX B: EXIT INTERVIEW

Tool Description:

Exit Interview: Upon completion of course work and prior to certificate completion, the Program Coordinator and faculty representatives meet with students as a group for an exit interview. A standard set of questions has been developed to guide this qualitative data collection process. Students are solicited for general feedback about the overall program as well as particular program components such as: horizontal and vertical integration of the curriculum; quality and intensity of the program; utility of the program requirements; overall learning; and sense of accomplishment upon completion of the certificate. The qualitative information gathered from the exit interviews is shared with program faculty and the assessment committee. This outcome measure provides data on all certificate objectives and outcomes.

Factors that affect the collected data:

Potential factors could be fatigue and lack of experience by students.

How to interpret the data:

Students provide a valuable perspective in understanding the quality of their experience. Data is considered as one source in the context of a variety of perspectives.
APPENDIX C: ALUMNI SURVEY

Tool Description:

Alumni Survey: This is the survey of certificate graduates one year after completion of the program. Data are collected regarding graduates’ self-reported knowledge, skills and values for clinical social work practice. The questions on this instrument use a five point Likert scale to assess graduates’ ratings in content areas specific to the clinical certificate courses. This outcome measure provides data on program objectives and outcomes.

Factors that affect the collected data:

Alumni will have a range of experience to inform their perspective one-year post completion of the program. Response rate will impact generalizability.

How to interpret the data:

This will be important information for understanding the application of knowledge and skills learned in the certificate program, and graduates readiness for licensure. Alumni will have had some time to implement what they learned in the program.
APPENDIX D: COURSE EVALUATION

Tool Description:

Instructors will complete an assessment of student readiness for clinical social work practice through the course evaluation process. Grades will reflect student success in achieving course objectives.

Factors that affect the collected data:

Potential factors could be variable experience of students and lack of previous exposure to course materials.

How to interpret the data:

Student success in courses will be a strong indicator of readiness for practice.
BA Economics
Educational Effectiveness Assessment Plan

Contact: Lance Howe, Chair, Department of Economics and Public Policy
elhowe@alaska.edu

Reviewed with curriculum changes by the Academic Assessment Committee as an information item 11/17/17
Reviewed by the Faculty Senate as an information item TBD

Reviewed by the Academic Assessment Committee 5/5/17
Reviewed by the Faculty Senate as an information item 5/5/17
BA Economics
Educational Effectiveness Assessment Plan

TABLE OF CONTENTS

Introduction ........................................................................................................... 3
Learning Goals ................................................................................................. 4
Learning Objectives ......................................................................................... 4
Assessment Implementation & Analysis for Program Improvement ................. 8
Appendix A: Comprehensive Exam ................................................................. 10
Appendix B: Course Level Assessment ............................................................. 11
Appendix C: Capstone Course ........................................................................... 12
INTRODUCTION

Purpose. This document defines the program outcomes (also known as learning goals) and measurable learning objectives for the BA Economics program and outlines a plan for measuring the achievement of the stated outcomes by using several tools. This plan will guide the assessment of the academic effectiveness of the BA Economics program. Assessment is an integral part of continuous program improvement.

Relationship to AACSB standards and terminology. The BA in Economics is one of four degree programs accredited by the Association to Advance Collegiate Schools of Business (AACSB, www.aacsb.edu). This plan is consistent with both AACSB and NWCCU standards. The AACSB uses the term learning goal: “Learning goals state the educational expectations for each degree program. They specify the intellectual and behavioral competencies a program is intended to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program.”1 Thus, learning goals are the same as program student learning outcomes (PSLOs) as employed by UAA and by NWCCU. To avoid further confusion, the Department of Economics has decided to use AACSB terminology. This plan reflects that decision.

To reinforce AACSB standards, each learning goal will be supported by one to three measurable learning objectives. A learning objective is directly measurable in a way that can be mapped into a “yes, they did it” or “no, they didn’t” outcome. While at least one assessment tool must be used to measure each objective; multiple tools are encouraged. Readers should note that the term “learning objective” employed by AACSB is not the same as the term “program objective” employed in some UAA assessment plans.

AACSB also makes an important distinction between direct measures of learning and indirect measures. Alumni surveys or student self-assessments are examples of indirect measures. The AACSB regards these tools as supplementary.2

COLLEGE MISSION STATEMENT

The College of Business and Public Policy at the University of Alaska Anchorage prepares students for leadership at the frontiers of a changing world. We help diverse and growing communities in Alaska and elsewhere meet their challenges by delivering the highest quality in business and public policy education, research, and professional assistance.

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2 “Provide a portfolio of evidence, including direct assessment of student learning, that shows that students meet all of the learning goals for each accounting degree program. Or, if assessment demonstrates that students are not meeting the learning goals, describe4 efforts that the unit has instituted to eliminate the discrepancy. Indirect assessments may be used as part of the portfolio of evidence to provide contextual information for direct assessment or information for continuous improvement.” AACSB International 2016, op. cit., p. 27.
ECONOMICS PROGRAM MISSION STATEMENT

The mission of the Economics program is to discover and disseminate knowledge through teaching, research, and engagement. Economics students develop critical thinking, quantitative, problem solving, and communication skills allowing them to contribute to complex policy debates and excel in a rapidly changing global labor market.

LEARNING GOALS

(= NWCCU Program Outcomes)

Learning goals are what graduates should be able to do and/or what overall traits they should possess at the conclusion of the program.

Learning Goals

Students earning the BA in Economics at UAA are able to:

1. Demonstrate the economic way of thinking and apply it to a wide variety of issues and problems.
2. Use economic concepts and analytical skills to address economic problems.
3. Demonstrate a basic descriptive knowledge of the U. S. and world economies.
4. Understand the role of institutions, especially markets and government, in shaping economic outcomes.
5. Obtain and analyze relevant economic data to test hypotheses against evidence.

LEARNING OBJECTIVES

Goal 1. Demonstrate the economic way of thinking and apply it to a wide variety of issues and problems.

Objective 1.1. Achieve a total score at or above the mean score on the TUCE exam (Test of Understanding College Economics).

*comment*. Based on comparative data from most recent edition of the TUCE (4’th edition, 2006), students scoring 12 points or higher on the micro section, or 14 points or higher in the macro section, would score in the top 50% nationwide. The TUCE exam will be given on a regular schedule in some Principles of Microeconomics (ECON 202) and Macroeconomics courses (ECON 201).

Objective 1.2. Successfully apply the economic way of thinking to an issue or problem in a written senior paper.

*comment*. The paper will be produced as part of Economics 492: Seminar in Economic Research, or a similar course where students write a research paper.
Goal 2. Use economic concepts and analytical skills to address economic problems.

Objective 2.1. Achieve a score of 70% or higher on a set of additional questions to be administered in the core theory classes, Intermediate Microeconomics, Econometrics, and Intermediate Macroeconomics.

*comment.* The additional questions are generated by UAA faculty and provided to the students at the time of the final exam in the respective courses. Questions may be a part of the final exam and responses to the additional questions will be reported separately from final exam scores.

Goal 3. Demonstrate a basic descriptive knowledge of the U. S. and world economies.

Objective 3.1. Economics majors must achieve a score of 70% or higher on a set of additional questions or a score that is at least equal to the average on the TUCE. These questions will be administered in Principles of Microeconomics or Principles of Macroeconomics.

*comment.* Questions may be given from the TUCE or will be generated by UAA faculty and provided to the students around the time of the final exam in the respective courses. The Econ assessment coordinator will collect questions from faculty and coordinate use in Principles courses. If questions are a part of the final exam, responses to the additional questions will be reported separately from final exam scores.

Goal 4. Understand the role of institutions, especially markets and government, in shaping economic outcomes.

Objective 4.1. Demonstrate knowledge of institutions, especially markets and government. Knowledge will be assessed using relevant questions on a standardized exam such as the TUCE or by using a series of separately-scored questions to be administered in one or more of the following courses: Intermediate Microeconomics, Economic Development, Public Finance, Money and Banking, Labor Economics, History of Economic Thought, and/or Industrial Organization.

*comment.* Questions and content change on standardized exams such as the TUCE. In some years, it may not be possible to assess knowledge of Goal 4 themes using these instruments. Additional questions will be generated by UAA faculty and provided to the students at the time of the final exam in the respective courses. Questions may be a part of the final exam and responses to the additional questions will be reported separately from final exam scores.

Goal 5. Obtain and analyze relevant economic data to test hypotheses against evidence.

Objective 5.1. Complete a comprehensive assignment or paper that uses relevant economic data to formally test one or more hypothesis.
Objective 5.2. Use economic data as evidence to support or rebut an argument as part of a written paper about an economic issue.

*Comment*. An empirically based student paper will be assessed in the Seminar in Economic Research (Econ 492) and/or in another economics course where a paper is required. The intent of this objective is to isolate and track the use of evidence in written economics papers.

### Table 3
**Program Outcomes Assessment Tools and Administration**

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Data Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized Exam</td>
<td>TUCE (Test of Understanding of College Economics)</td>
<td>Annually beginning Fall 2018*</td>
<td>administered in Principles courses</td>
<td>Dept Chair or designee</td>
</tr>
<tr>
<td>Upper Division papers</td>
<td>Papers written as part of upper division courses</td>
<td>Annually beginning Fall 2018*</td>
<td>Instructor evaluations using standard rubrics</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Course Level Assessment</td>
<td>Specific assignments and sections of examinations</td>
<td>Annually beginning Fall 2018*</td>
<td>data compiled from specific assignments and sections of exams</td>
<td>Course instructors; data compiled by Econ assessment coordinator</td>
</tr>
<tr>
<td>Capstone Course</td>
<td>Evaluation of student performance relative to program outcomes as demonstrated by written work and oral presentations</td>
<td>Annually beginning Fall 2018*</td>
<td>Faculty evaluation of capstone projects</td>
<td>Instructor of record for capstone course</td>
</tr>
</tbody>
</table>

*Note that we will not assess each objective each year but intend to assess all objectives at least once every three years.*
Table 4

Association of Assessment Tools to Program Outcomes

“X” indicates tool is used to measure the outcome.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Demonstrate the economic way of thinking and apply it to a wide variety of issues and problems.</th>
<th>Upper division papers</th>
<th>Course level assessment</th>
<th>Capstone course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Goal 2</td>
<td>Use economic concepts and analytical skills to address economic problems.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Goal 3</td>
<td>Demonstrate a basic descriptive knowledge of the U. S. and world economy.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Goal 4</td>
<td>Understand the role of institutions, especially markets and government, in shaping economic outcomes.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Goal 5</td>
<td>Obtain and analyze relevant economic data to test hypotheses against evidence.</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

The CBPP Dean’s Office and College staff is responsible for:
- Providing limited funding for a student worker to assist in collecting and presenting assessment data
- Recognizing the Economics assessment coordinator’s CBPP service, releasing them from other committee work

The Economics program is responsible for:
- Providing questions for alumni and/or employers to be included in possible alumni and employer surveys
- Obtaining, administering, and interpreting the comprehensive exam
- Conducting course level assessment
- Conducting assessment of oral and written communication within the capstone course
- Compiling and analyzing data from course level assessment
- Reviewing data and making recommendations for improvement

Method of Data Analysis and Formulation of Recommendations for Program Improvement

1. Department faculty will collect raw data throughout the course of the year (September-April). Data for all goals will be collected over the course of a three year period.
2. Department faculty designated by the Chair, and/or College staff (if available) will compile and analyze the data prior to or during May of each year.
3. The department’s assessment coordinator shall prepare an annual assessment report and submit it to the Office of Academic Affairs by June 15. The report will include the analysis of data collected during the prior year by each assessment tool; the status of recommendations previously adopted; and proposed recommendations for the faculty to consider.
4. Program faculty will meet every fall at the start of the semester, prior to the start of classes, to review the compiled data from the previous year and to develop recommendations for program improvements to better achieve the stated learning goals.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:
- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities
Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Faculty will discuss the assessment data each year and will seek to identify gaps in the assessment process and revisions that could improve assessment. Complementary assessment data for the BBA program in Economics will be forwarded to the CBPP AACSB assessment coordinator and Economics faculty will follow the same process of discussing and evaluating the BA and BBA assessment data. Changes to assessment may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. When changes are warranted, program faculty shall review and approve the changes. The modified assessment plan will be forwarded to the dean/director’s office and to the Office of Academic Affairs.
APPENDIX A: STANDARDIZED EXAMS

Tool Description:

The TUCE (Test of Understanding of College Economics) standardized exam may be used for assessment purposes. The TUCE is a standardized test conducted nationally that focuses on material introduced in principles of micro and macro economics. The exam is free and allows us to compare our students to national averages.

Factors that affect the collected data:

- Attendance bias. The students who take the exam may not represent the pool of majors. Since the BA Economics is a small program, careful monitoring of the composition of the attendee pool and comparison to other indicators (such as course grades or financial incentives) can help ameliorate this problem.
- Effort bias. Students may not expend maximum effort, especially if the exam does not count toward their grade. Cash prizes and including results as part of the grade can reduce this.

How to interpret the data:

The TUCE is nationally normed, scores can be compared to those of the national cohort of graduating seniors for prior years. Trends in absolute scores must be interpreted with caution and, at a minimum, compared to trends in the scores of the national cohort using a differences-in-differences approach.

Tabulating and Reporting Results:

Information will be provided on a data sheet for this learning objective and summarized as % successful vs. % unsuccessful.
APPENDIX B: COURSE LEVEL ASSESSMENT

Tool Description:

Course level assessment for the BA Economics consists of specific assignments, papers, presentations, or sections of examinations that objectively measure the achievement of one or more specific program outcomes. Grades are NOT a course level assessment tool in this plan.

This plan does not envisage a weighted averaging process by which course-level results are aggregated into program-level indicators. Instead, we will use specific tools embedded within courses to measure specific outcomes.

Factors that affect the collected data:

In spite of the avoidance of course grades as a tool and the other measures noted above, course-level assessment is influenced by the instructor’s perceptions since in most cases the instructor is the individual generating the data. Some specific factors that influence the collected data include:

- The standard set by the instructor. The faculty will attempt to articulate common standards in grading rubrics and/or common questions to address this problem.
- The number and detail of assessments used in the course. For example, a single exam is often not a good indicator of performance for a variety of reasons (must be comprehensive, does not account for students with “test anxiety” (high cortisol levels). The fewer the assessments and the less detailed the assessments, the less reliable the results.

How to interpret the data:

Care should be taken to investigate and discuss the factors influencing the results before interpreting the outcome. The results of course-level assessments should also be compared against other measures to get a clearer picture of program performance.

Sample use of course level assessment in Intermediate Microeconomics

Under this Assessment Plan, students will answer a final exam question in intermediate microeconomics that covers basic optimization, for example. The student pool will be all students taking intermediate microeconomics. To translate course-level results for this student pool into program-level data requires at least three steps: 1) control for non-majors, perhaps by retaining individual scores until such time as students declare their major and the subsample of majors can be pulled out; 2) ensure that the same question(s) are used across multiple sections of this course; and 3) careful consideration of the variation of question sets across courses.
APPENDIX C: CAPSTONE COURSE

Tool Description:

Economics 492 is a senior seminar capstone course and is a required course for the BA in economics. This course as revised requires critical reading and discussion of peer-reviewed literature, a major paper, and an oral presentation. Under this plan the paper and presentation will be separately scored and associated with specific outcomes. Capstone final course grades will NOT be used as an assessment tool.

Factors that affect the collected data:

- Change in the evaluating faculty over time. Even with common rubrics for written and oral work, changes in faculty evaluators can cause spurious change in results. This can be minimized by having consistency in the instructors who score each paper and/or oral presentation.
- Sample size. The BA economics is currently a small program. Care must be taken to interpret data on papers, presentations, and exams with respect for the volatility that a small sample can induce.

How to interpret the data:

This topic has been covered under individual tools described above.

Tabulating and Reporting Results:

The department chair is responsible for scheduling classes and ensuring continuity of instruction in the course. The course instructor of record is responsible for providing a compilation of the scores from the paper and presentation. This report is to be submitted to the department assessment coordinator around the same time as the final grades for the course are submitted at the end of the semester.

The departmental assessment coordinator is responsible for listing the scores (without student identifiers) on a data sheet for this learning objective and summarizing the data as % successful vs. % unsuccessful.
Bachelor of Business Administration (BBA) Educational Effectiveness Assessment Plan

Version 2016.1

Approved by the CBPP faculty on
April, 2016

Submitted to
the Dean of the College of Business and Public Policy on
January, 2017

Submitted to the UAA Office of Academic Affairs on
February, 2017

Reviewed with curriculum changes by the Academic Assessment Committee as an information item 11/17/17
Reviewed by the Faculty Senate as an information item TBD

Reviewed by the Academic Assessment Committee 3/3/17
Reviewed by the Faculty Senate as an information item 4/7/17
# TABLE OF CONTENTS

**Introduction** .................................................................................................................................... 1

- Purpose .................................................................................................................................................... 1
- Relationship to disciplinary majors ...................................................................................................... 1
- Relationship to AACSB standards and terminology ........................................................................... 1

**College Mission Statement** ............................................................................................................. 2

**Program Mission Statement** ............................................................................................................. 2

**BBA Learning Goals** ...................................................................................................................... 3

**BBA Measurable Learning Objectives** .......................................................................................... 4

**Assessment Tools** ............................................................................................................................ 6

**Assessment Implementation & Analysis for Program Improvement** ................................................. 10

- General Implementation Strategy ........................................................................................................ 10
- Assessment Timetable .......................................................................................................................... 10

**Modification of the Educational Effectiveness Assessment Plan** ................................................. 11

**Appendix A: Embedded Assessment Documents** ....................................................................... 12
Introduction

Purpose. The purpose of this document is to provide a guide for assessing the overall academic effectiveness of the Bachelor of Business Administration degree program (BBA) offered by the College of Business and Public Policy (CBPP). This document addresses the needs of accreditors, administrators, external stakeholders, students, and faculty. Accreditors set general standards including the requirement that actual results agree with the mission statements of the BBA program and the College. Administrators are accountable for program effectiveness and ensuring the program is delivering expected student learning outcomes (SLOs). The assessment of student learning outcomes is critical in order to certify the BBA program is meeting the expectations of external stakeholders (i.e., employers and business community) in relation to graduates and their professional skillsets. Students should receive a knowledge base in respective majors from the BBA program, which can be applied to professions. The faculty is responsible pedagogically for the implementation, assessment, and analysis of the effectiveness and continued improvement of instruction.

Relationship to disciplinary majors. The BBA program encompasses seven (7) disciplinary majors:

- Accounting
- Economics
- Finance
- Logistics
- Management
- Management Information Systems
- Marketing

Each department, or disciplinary area, will supplement this assessment plan with additional content knowledge program learning outcomes (PLOs) specific to their major. Supplemental materials will be included within this plan as appendices.

Relationship to the Association to Advance Collegiate Schools of Business International (AACSB) standards and terminology. The BBA is one of four CBPP degree programs accredited by the AACSB International (www.aacsb.edu). While this plan was designed to meet AACSB standards and program definitions, it is consistent with Northwest Commission on Colleges and Universities (NWCCU) standards. The AACSB defines the term learning goal as follows: “Learning goals state the educational expectations for each degree program. They specify the intellectual and behavioral competencies a program is intended to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program.” The BBA learning goals are the equivalent of the program student learning outcomes (PSLOs) employed by the University of Alaska Anchorage (UAA) for accreditation by NWCCU. Throughout this document the AACSB terminology is used.

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To reinforce AACSB standards, learning goals will be supported by one to four measurable learning objectives. A learning objective is directly measurable in a way that can be mapped into a “yes, they did it” or “no, they didn’t” outcome. While at least one assessment tool must be used to measure each objective; multiple tools are encouraged. Readers of this plan should note that the term “learning objective” employed by AACSB is not the same as the term “program objective” employed in some UAA assessment plans and documentation.

AACSB also makes an important distinction between direct measures of learning and indirect measures. Alumni surveys or student self-assessments are examples of indirect measures. The AACSB regards these tools as supplementary.2

**College Mission Statement**

The College of Business and Public Policy at the University of Alaska Anchorage prepares students for leadership at the frontiers of a changing world. We help diverse and growing communities in Alaska and elsewhere meet their challenges by delivering the highest quality in business and public policy education, research, and professional assistance.

**Program Mission Statement**

The College of Business and Public Policy’s degree programs are designed to actively engage students, faculty, staff, and community members in developing and applying the knowledge and skills necessary for success in a complex, global environment.

**Discipline specific mission statements:**

- **Accounting** – The mission of the Accounting Program is to prepare professionals for careers in accounting by providing a well-rounded foundation in areas of accounting practice.

- **Economics** – The mission of the Economics Program is to discover and disseminate knowledge through teaching, research, and engagement. Economics professionals develop critical thinking, quantitative, problem solving, and communication skills

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2 “Provide a portfolio of evidence, including direct assessment of student learning, that shows that students meet all of the learning goals for each accounting degree program. Or, if assessment demonstrates that students are not meeting the learning goals, describe efforts that the unit has instituted to eliminate the discrepancy. Indirect assessments may be used as part of the portfolio of evidence to provide contextual information for direct assessment or information for continuous improvement.” AACSB International 2016, op. cit., p. 27.
allowing them to contribute to complex policy debates and excel in a rapidly changing global labor market.

- **Finance** – The mission of the Finance Program is to develop professionals grounded in the financial principles of diversification, asset pricing, valuation, and capital budgeting.

- **Management** – The mission of the Management Program is to present insights into best practices, both theoretical and applied, to help prepare professionals to understand, predict, and manage their work environment.

- **Logistics** – The mission of the Global Logistics and Supply Chain Management Program is to prepare professionals to pursue meaningful and rewarding careers in management areas involving the movement of material into and within a business, and distribution of final products to customers.

- **Management Information Systems** – The mission of the Management Information Systems Program is to develop technical, analytical, and leadership professionals who leverage information systems and technology to support business goals in multifaceted environments.

- **Marketing** – The mission of the Marketing Program is to produce creative and analytical professionals who hold a comprehensive knowledge base of the key marketing concepts, processes, and tools essential for success in the marketplace.

**BBA Learning Goals**

Learning goals (PSLOs) articulate what graduates should be able to do and/or what overall traits they should possess at the conclusion of the BBA program.

Upon graduation, BBA program graduates will possess the following skills as defined by these BBA Learning Goals:

1. A baccalaureate content knowledge of his/her major discipline.
2. Knowledge of local, state, and global perspectives in business.
3. Ability to apply analytical thinking.
4. Skills in professional interactions and human relations.

Learning goal 1 will be measured separately for each discipline in the BBA program. Goals 2 through 4 are common to all disciplines and will be measured using representative samples of all BBA students.
BBA Measurable Learning Objectives

The achievement of each learning goal is measured by student achievement of specific and measurable learning objectives. The BBA faculty has identified student learning objectives for each goal.

<table>
<thead>
<tr>
<th>Learning Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective 1.1</td>
</tr>
<tr>
<td>Learning Goal 2</td>
</tr>
<tr>
<td>Learning Objective 2.1</td>
</tr>
</tbody>
</table>

Goal 1 - A baccalaureate content knowledge of his/her major discipline.

The learning objectives for this goal (called the “content knowledge goal”) vary by discipline. Learning objectives for each discipline area are listed in Table 1.
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>ACCT 1.1 – Prepare financial statements.</td>
</tr>
<tr>
<td></td>
<td>ACCT 1.2 – Prepare a cost allocation.</td>
</tr>
<tr>
<td></td>
<td>ACCT 1.3 – Prepare a tax return.</td>
</tr>
<tr>
<td></td>
<td>ACCT 1.4 – Analyze financial statements.</td>
</tr>
<tr>
<td>Economics</td>
<td>ECON 1.1 - Achieve a score of 80% or higher on a comprehensive exam.</td>
</tr>
<tr>
<td></td>
<td>ECON 1.2 – Demonstrate content knowledge in a written senior paper.</td>
</tr>
<tr>
<td></td>
<td>ECON 1.3 – Demonstrate content knowledge by applying economic reasoning to solve empirical problems in business and public policy.</td>
</tr>
<tr>
<td>Finance</td>
<td>FIN 1.1 – Show a knowledge of asset pricing.</td>
</tr>
<tr>
<td></td>
<td>FIN 1.2 – Execute an understanding of valuation and capital budgeting.</td>
</tr>
<tr>
<td></td>
<td>FIN 1.3 – Demonstrate knowledge of the financial environment.</td>
</tr>
<tr>
<td>Logistics</td>
<td>LOG 1.1 – Demonstrate an understanding of the role logistics plays in creating or adding value to supply chain management.</td>
</tr>
<tr>
<td></td>
<td>LOG 1.2 – Identify key logistics components and explain how they affect the economy and the financial performance of organizations.</td>
</tr>
<tr>
<td></td>
<td>LOG 1.3 – Recognize the process of how data is transformed into information appropriate to logistics and supply chain management.</td>
</tr>
<tr>
<td></td>
<td>LOG 1.4 – Explain how information systems can increase efficiency along a supply chain.</td>
</tr>
<tr>
<td>Management</td>
<td>MGMT 1.1 – Understand individual and organizational behavior and human resource issues</td>
</tr>
<tr>
<td></td>
<td>MGMT 1.2 – Identify business strategies and best practices for managing resources and optimizing results</td>
</tr>
<tr>
<td></td>
<td>MGMT 1.3 – Forecast and plan operating systems</td>
</tr>
<tr>
<td></td>
<td>MGMT 1.4 – Understand economic, demographic, and geographic trends and their impacts on industries</td>
</tr>
<tr>
<td></td>
<td>PMRE 1.1 - Pass the &quot;Certified Apartment Manager&quot; designation exam maintained by the National Apartment Association.</td>
</tr>
<tr>
<td></td>
<td>PMRE 1.2 - Demonstrate property management knowledge by producing a comprehensive Property Profile report/analysis.</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>MIS 1.1 – Analyze and document information systems, including network, software, data, and security.</td>
</tr>
<tr>
<td></td>
<td>MIS 1.2 – Design, develop, document, test, and implement information systems, including network, software, data, and security.</td>
</tr>
<tr>
<td></td>
<td>MIS 1.3 – Identify key challenges in the leadership and management of information systems and recommend ways to address them.</td>
</tr>
<tr>
<td>Marketing</td>
<td>MKTG 1.1 – Demonstrate the knowledge and skills to analyze markets and data to understand consumers, media, and competitors to make effective marketing decisions.</td>
</tr>
<tr>
<td></td>
<td>MKTG 1.2 – Explain marketing concepts and channels that drive, design, develop, and deliver integrated marketing communication.</td>
</tr>
<tr>
<td></td>
<td>MKTG 1.3 – Understand the strategic planning process by translating goals into a comprehensive marketing plan.</td>
</tr>
<tr>
<td></td>
<td>MKTG 1.4 – Identify and use the techniques and methods to define, segment, and target consumers and affect the consumer decision-making process.</td>
</tr>
</tbody>
</table>
Table 2 - Common Learning Objectives for BBA Goals 2 through 4 (All Disciplines)

<table>
<thead>
<tr>
<th>Goal 2 – Knowledge of external and internal business environments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 2.1 – Demonstrate knowledge of local, state, and global perspectives in business.</td>
</tr>
<tr>
<td>Objective 2.2 – Demonstrate knowledge and understanding of social, economic, political, and legal implications for business environments.</td>
</tr>
<tr>
<td>Objective 2.3 – Communicate the importance of applying strategic management concepts when analyzing business opportunities and problems.</td>
</tr>
<tr>
<td>Objective 2.4 – Develop an understanding of cultural implications and how these influence business practices, decision-making processes, and all aspects of business relationships.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3 – Ability to apply analytical thinking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 3.1 – Identify and apply relevant information necessary to solve business problems.</td>
</tr>
<tr>
<td>Objective 3.2 – Use appropriate analytical techniques to identify, evaluate, and select logical solutions that meet the strategic goals of the organization.</td>
</tr>
<tr>
<td>Objective 3.3 – Demonstrate knowledge of and proficiency in the use of current information technologies for analyzing data of importance to business.</td>
</tr>
<tr>
<td>Objective 3.4 – Demonstrate knowledge of ethics, articulate and recognize the implications of both ethical and unethical behavior, and identify appropriate courses of action given contextual factors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 4 – Skills in professional interactions and human relations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 4.1 – Demonstrate effective written communication in an appropriate professional format (i.e., formal or informal).</td>
</tr>
<tr>
<td>Objective 4.2 – Demonstrate effective oral communication in professional contexts (i.e., group, teams, one-on-one).</td>
</tr>
<tr>
<td>Objective 4.3 – Identify the communication styles of self and others in situations and apply this knowledge toward improving human relation interactions.</td>
</tr>
</tbody>
</table>

Assessment Tools

**Concept of the assessment tool.** For the purposes of this plan, an assessment tool is a procedure, protocol, or exercise that is reasonably objective, repeatable over time, and can be used to carry out the following two-step process for each learning objective:

Step 1: Determine whether each student did or did not meet the objective (a yes-no result).
Step 2: Determine the percentage of sampled students who have met the objective.

This concept follows AACSB guidelines and is, of course, different than simply taking the mean of a sample of scores that span a range. It deemphasizes exceptionally high and low scores and focuses program improvement on increasing the number of students who achieve a certain competency level.

**Example.** Objective 4.2 states that students will “demonstrate effective oral communication in professional contexts (i.e., group, teams, one-on-one).” Any tools used to measure the achievement of this objective must be capable of returning a “yes” or “no” result for each oral
communication delivered by each student (or group or team). As a second step, the percentage of assessed students who did achieve the objective is computed. The result of using this tool might be that 80% of sampled students achieved this objective.

**Challenges in designing and using assessment tools.** At least three key challenges must be addressed when crafting and using each tool.

Challenge 1: Repeatability. The tool must be utilized over time and across different sections of the same course or across two or more courses.

Challenge 2: Sampling. What is the sample of students? Is it representative of the population? How are students in the degree program identified (if at all) from other students taking a course? In the case of lower-level core courses, how are prospective degree program students identified and included (or not included) in the sample?

Challenge 3: Criteria for determining a yes vs. no (successful vs. unsuccessful) achievement. If assessment tools produce consistent scores/results over time, faculty must decide how these scores/results are to be interpreted—successful vs. unsuccessful.

Another issue, yet less critical than the three identified above, is the decision of what percentage of successful students is “acceptable” to the faculty. This determination need not be made in advance nor must it be a fixed target. Trends over time may be more important and different stakeholders may wish to judge different percentages as adequate or not. The goal of continuous improvement dictates that whatever the percentage of students achieving the learning objective is, we should strive to maintain or increase that percentage over time.

Table 3 summarizes the primary tools to be used in evaluating the BBA program’s learning goals. Assessment of these goals and their objectives will be completed primarily in the BBA curriculum’s core courses. These core courses are completed by the majority of all BBA degree seeking students.
### Table 3 - Assessment Tools and Administration

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description (Students will…)</th>
<th>Data Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Presentations</td>
<td>Prepare and deliver a managerial level presentation of a relevant business topic</td>
<td>Evaluation by faculty using standardized rubrics</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Written Papers</td>
<td>Compose varied length papers as part of BBA core course assignments</td>
<td>Evaluation by faculty using standardized rubrics</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Case Analyses</td>
<td>Analyze aspects of a business case; develop conclusions and/or recommendations</td>
<td>Evaluation by faculty using standardized rubrics</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Group Projects</td>
<td>Work in teams to produce a product (report, software, presentation, etc.)</td>
<td>Evaluation by faculty using standardized rubrics</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Embedded Course-Level</td>
<td>Complete or perform specific assignments and/or sections of course examinations</td>
<td>Evaluation by faculty</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embedded Course-Level</td>
<td>Integrate discipline knowledge relative to program outcomes as demonstrated by written work, project deliverables, and/or oral presentations</td>
<td>Evaluation by faculty using standard rubrics</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Capstone Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Evaluation Surveys</td>
<td>Complete a peer evaluation survey evaluating his/her team’s performance, work habits, delegation of duties, team structure, and quality of product</td>
<td>Student survey conducted via Blackboard</td>
<td>Blackboard; data compiled by CBPP Assurance of Learning Committee</td>
</tr>
</tbody>
</table>

NOTE: Standard rubrics have been developed to assist in assessing Learning Goals 2-4. These rubrics were developed by numerous BBA faculty serving on the CBPP Assurance of Learning Committee and/or participating in the CBPP’s Annual BBA Assessment Week activities.

Direct measures data will be collected for BBA Goal 1 (Content knowledge of his/her major discipline and a BBA Common Learning Goal each year. Direct measures will include actual student products or outputs. Data will be collected during both fall and spring semesters of an academic year for BBA goal and the BBA Common Learning Goal being assessed in a particular year. For example, goals 1 and 2 will be collected the academic year 2016/2017 and again in the academic year beginning fall 2020/2021. While focus will be on collecting direct data measures, indirect data measures will be collected and analyzed when appropriate and available. Indirect data measures may include student, faculty, and/or employer opinion surveys, and will be used to supplement our assurance of learning activities. Such indirect measures may enable BBA faculty to better understand the value students and other stakeholders perceive the BBA program offers.
Table 4 shows how each assessment tool associates with one or more learning goals. Examples of some of the tools / rubrics are included in a separate appendix along with a description of how they will be implemented and any factors that may affect results.

### Table 4 - Association of Assessment Tools to Learning Goals

<table>
<thead>
<tr>
<th></th>
<th>Business Presentations</th>
<th>Written Papers</th>
<th>Case Analyses</th>
<th>Group Projects</th>
<th>Embedded Course-Level Assessments</th>
<th>Capstone Courses</th>
<th>Peer Evaluation Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A baccalaureate content knowledge of his/her major discipline.</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>2. Knowledge of external and internal business environments.</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>3. Ability to apply analytical thinking.</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>4. Skills in professional interactions and human relations.</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td>
</tr>
</tbody>
</table>

~ = Tool is not used to measure the associated goals / objectives. ✓ = Tool is used to measure the associated goals / objectives.
Assessment Implementation & Analysis for Program Improvement

General Management of Assessment Activities
- The decision was made to improve the communication and coordination of assurance of learning by making the CBPP Department Chairs the Assurance of Learning Committee.

General Implementation Strategy
The CBPP Dean’s Office and college staff is responsible for:
- Scheduling and hosting an annual all-BBA faculty meeting to discuss assessment data analysis and recommendations for changes to BBA program.
- Provide sufficient financial support for development and implementation of this plan.
- Ensure that faculty assessment efforts are appropriately reflected in annual workload agreements.

The BBA Faculty is responsible for:
- Undertaking assessment efforts as an integral portion of teaching activity.
- Participating in meetings to discuss assessment data and offer recommendations for program improvement.

Assessment Timetable
1. BBA program faculty will collect raw data throughout the academic year (September-May).
2. The CBPP Assurance of Learning Committee will coordinate the compilation and analysis of a previous year’s collected data prior to or during January of the following academic year.
3. The CBPP Assessment Coordinator / Assurance of Learning Committee Chairperson shall prepare a BBA Annual Assessment Survey response and submit it to the UAA Office of Academic Affairs by June 15. The survey responses shall include data and information regarding data collected during the prior year; the status of recommendations previously adopted; and proposed recommendations made by faculty.
4. Program faculty will meet every fall at the start of the semester, prior to the start of classes, to review assessment data trends and to develop recommendations for program improvements to better achieve the stated objectives and outcomes.
5. Program faculty will meet every January to discuss and review data collection activities for the current academic year, discuss and approve any program improvement or curriculum change initiatives, and/or discuss any BBA program topics of importance to the CBPP.

Proposed program changes may be any action or change in policy the faculty deems as being necessary to improve performance relative to program objectives and outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:
- Changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
Changes in faculty/staff assignments
Changes in advising methods and requirements
Addition and/or replacement of equipment
Changes to facilities

**Modification of the Educational Effectiveness Assessment Plan**

The BBA faculty, after reviewing the collected data and the processes used to collect it, may decide to alter this assessment plan. This plan will also be reviewed and updated as needed every five to seven years as recommended by the UAA Faculty Senate Academic Assessment Committee. Changes may be made to any component of the plan, including the goals, objectives, assessment tools, collection methods, or any other aspect of the plan. Any changes are to be approved by the faculty of the program. A modified assessment plan will be forwarded to the CBPP Dean and the UAA Office of Academic Affairs.
Appendix A: BBA Core Curriculum Mapping

Bachelors of Business Administration (BBA)

Discipline areas include:
Accounting, Economics, Finance, Logistics, Management, Management Information Systems, and Marketing

BBA program graduates gain the following knowledge, skills, and abilities:

BBA COMMON GOALS (GOALS 2, 3, AND 4)

GOAL 2: Knowledge of external and internal business environments.
2.1 Demonstrate knowledge of local, state, and global perspectives in business.
2.2 Demonstrate knowledge and understanding of social, economic, political, and legal implications for business environments.
2.3 Communicate the importance of applying strategic management concepts when analyzing business opportunities and problems.
2.4 Develop an understanding of cultural implications and how these influence business practices, decision-making processes, and all aspects of business relationships.

GOAL 3: Ability to apply analytical thinking.
3.1 Identify and apply relevant information necessary to solve business problems.
3.2 Use appropriate analytical techniques to identify, evaluate, and select logical solutions that meet the strategic goals of the organization.
3.3 Demonstrate knowledge of and proficiency in the use of current information technologies for analyzing data of importance to business.
3.4 Demonstrate knowledge of ethics, articulate and recognize the implications of both ethical and unethical behavior, and identify appropriate courses of action given contextual factors.

GOAL 4: Skills in professional interactions and human relations.
4.1 Demonstrate effective written communication in an appropriate professional format (i.e., formal or informal).
4.2 Demonstrate effective oral communication in professional contexts (i.e., group, teams, one-on-one).
4.3 Identify the communication styles of self and others in situations and apply this knowledge toward improving human relation interactions.

*The objective was to map the individual course Student Learning Outcomes (SLOs) to the BBA Core Objectives (GOAL #2, #3, and #4).
Student learning outcomes were aligned with the BBA Objectives.

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Appendix B: Examples of Assessment Data Collection Documents

COLLEGE OF BUSINESS AND PUBLIC POLICY
BBA GOAL 2 AND OBJECTIVES ASSESSMENT IN FALL 2016

Goal 1: Content knowledge of his/her major discipline.

GOAL 2: Knowledge of external and internal business environments.
2.1 Demonstrate knowledge of local, state, and global perspectives in business.
2.2 Demonstrate knowledge and understanding of social, economic, political, and legal implications for business environments.
2.3 Communicate the importance of applying strategic management concepts when analyzing business opportunities and problems.
2.4 Develop an understanding of cultural implications and how these influence business practices, decision-making processes, and all aspects of business relationships.

*Complete each of the following where applicable (i.e., you may be assigned to assess one objective or multiple objectives in your course). Also, an example has been provided below as a guide – please remove example as well as all highlighting before submitting.

Course Number and Title: [Insert here]

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Course Number and Title: [Insert here]

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</table>
Please indicate which of the BBA Program Learning Goals and Objective(s) you are reporting on and submit sample assessment data for:

- [Insert BBA Program Learning Goal]
- [Insert BBA Program Learning Goal Objective(s)]

Please indicate in which COURSE data was collect. (EXAMPLE BA A343 Principles of Marketing)

- [Insert Course]

In which SEMESTER was the data collected? (i.e., summer 2015, fall 2015, spring 2016)

- [Insert Semester]

How many student products were evaluated?

- [Insert Number of Student Products]

Of the student products evaluated, how many were rated as:

- Successful: [Insert Number]
- Unsuccessful: [Insert Number]
- Total Number: [Insert Total]

Describe your benchmark for determining a successful or unsuccessful product:

- [Insert Response]

Identify the assessment method and provide a copy of the assessment tool (i.e., exam [exam questions], activity, exercise, project, etc.).

- [Insert Response]

As course instructor, were you satisfied with student performance and learning as related to the Learning Goal and Objective(s) being assessed? Provide rationale for the selection.

- [Select Yes or No]
- [Insert Rationale for Selection]

What can you, your Department, or the College do to improve student performance and/or learning in future offerings of this course?

- [Insert Response]

Please also attach the following with your submission of this template (attach in e-mail response).

- One successful student product example. (Please remove any student identifiers from documents.)
- One unsuccessful student product example. (Please remove any student identifiers from documents.)
- If you utilized a rating/grading rubric for evaluating student performance and/or student products, attach the rubric document (Note: your rubric will not be shared with anyone outside of the College of Business and Public Policy’s Assurance of Learning Committee and AACSB Re-accreditation Committee without your express consent). Collection of rubrics is being requested for AACSB accreditation maintenance purposes as well as for the College of Business and Public Policy’s archival purposes.

Would you consent to having your evaluation rubric shared with others outside of the College of Business and Public Policy? [Select Yes or No]
Educational Leadership Program – Principals
(Master’s Degree and Graduate Certificate)

Educational Effectiveness

Assessment Plan

Version 3

To be Reviewed and Adopted by

The Educational Leadership faculty

Reviewed with curriculum changes by the Academic Assessment Committee as an information item 11/17/17
Reviewed by the Faculty Senate as an information item TBD

Reviewed by the Academic Assessment Committee as a information item 4/15/16
Reviewed by the Faculty Senate as an information item 5/8/16
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td>Mission Statement</td>
<td>3</td>
</tr>
<tr>
<td>Program Introduction</td>
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</tr>
<tr>
<td>Assessment Process Introduction</td>
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<td><strong>Program Outcomes</strong></td>
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MISSION STATEMENT
The Department of Educational Leadership offers graduate programs in Educational Administration. Graduates of these programs demonstrate a commitment to inclusiveness and effective leadership as they provide leadership to school districts, community agencies, and other public and private organizations; demonstrate and encourage collaborative leadership in their daily interactions with learners and their families, communities, and co-workers; and model intellectual vitality in the workplace. While we use the ISLLC Standards as the framework for our program, there are some essential traits and attributes that we believe characterize our program. We do not assess these specifically but they represent our 'philosophy' of what makes a strong educational leader: personal traits (exemplary values; strong moral code; integrity; compassion); and leader traits (a passion for active leadership; a compelling vision to share; commitment to evidence based approaches; a strong learner-outcome focus; a drive to build collaborative learning communities).

PROGRAM INTRODUCTION
This planning document is designed to provide a framework for our planning and assessment of educational outcomes for the Master of Education degree in Educational Leadership. Some background information might be helpful: we have three ‘programs’ in educational leadership: the Master of Education of 36 credits (which incorporates the 27 credits of required courses for certification), a post-graduate certificate for school principals (Graduate Certificate in Educational Leadership: Principal; 27 credits. For the principals’ program, the certification leads to a Type B Administrator Certificate with a principal endorsement. Principals are required to have a master’s degree and an Institutional Recommendation to gain certification. If students already have a master’s degree, they may choose to complete the graduate certificate (or a second master’s degree) and gain their Institutional Recommendation.

The National Council for Accreditation of Teacher Education (NCATE) has accredited the College of Education since 2005; the accreditation is effective through 2017. Additionally, the Educational Leadership programs were nationally recognized through 2017 by the Specialty Professional Association (SPA), the Educational Leadership Constituent Council (ELCC).

The Master of Education (Educational Leadership) and the graduate certificate for Principal preparation base their program objectives on a nationally endorsed set of standards: The Educational Leadership Constituent Council (ELCC) standards. These standards are recognized by NCATE for leadership preparation and the National Policy Board governs the standards for Educational Administration (NPBEA). The faculty of the Department of Educational Leadership reviewed the following educational leadership and other standards: ISLLC, the Standards for Alaska’s Administrators, the Educational Leadership Constituent Council’s Standards (ELCC Standards), and the College of Education ‘pillars’. The ELCC standards provide both standards and guidelines to programs for the preparation of educational leaders, including expectations for program evaluation

More specifically, this present document describes the Assessment Plan and defines the educational objectives and expected outcomes for the M.Ed. in Educational Leadership and the Graduate Certificate: Principal. While we are committed to a program of continuous improvement within this very successful Principals’ program, there are several factors that need to be described to explain our thinking about how we intend to assess learner outcomes and program effectiveness.

❖ The current program underwent a significant revision to the curriculum in 2013-2014.
❖ We continue to use the ELCC and Alaska Standards as the framework for curriculum revisions and for the new assessment plan.
❖ The Department of Educational Leadership has used the on-line portfolio program TaskStream to collect student work sample for program review. Currently the program is transitioning to the eWolf portfolio system for the collection of student work samples. The department is actively engaged in the planning and implementation of this transition in terms of assessment, data collection, analysis, and reporting.
❖ We have developed a strong ‘cohort’ model that moves groups of students from around the state through Master of Education and Graduate Certificate program in an integrated progressive course of study. Upon entry into the program students learn together the theory and necessary for successful school leadership. During the second year, students have the opportunity to apply the theory through the internship. The concurrent internship seminar provides a place for professors to facilitate the connection between theory and application.

Websites:

Educational Leadership Program (EDL): http://coe.uaa.alaska.edu/edleadership

NCATE: http://www.ncate.org

ISLLC Standards: http://www.ccsso.org/content/pdfs/isllcstd.pdf
ASSESSMENT PROCESS INTRODUCTION

This document defines the expected student learning outcomes for the Educational Leadership program and outlines a plan for assessing the achievement of the stated outcomes.

The development of the outcomes was based on a number of actions:

❖ The faculty reviewed the 2014 NCATE and SPA reports and noted recommendations for program development (Fall 2014)

❖ We re-affirmed our commitment to the ELCC Standards

❖ We developed a matrix that aligned the standards that drive our programs with the program outcomes. The standards were ELCC, NCATE, the Standards for Alaska’s Administrators and the College of Education’s Core Values.

❖ As the first part of the review process for the M.Ed. (Educational Leadership) revision, each professor developed a course matrix based on the standards, the major content topics, the syllabus and goal outcomes, the formative and summative assessment, and the assignment format and weighting. This content mapping exercise provides a scope and sequence chart for course content, allows us to check for content redundancies, and permits an analysis of the assessment types and processes.

PRINCIPAL PROGRAM OUTCOMES – THE ELCC STANDARDS

The program outcomes are based on the ELCC standards. At the completion of this program, students are able to:

Outcome 1: promote the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

Outcome 2: promote the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

Outcome 3: promote the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.
Outcome 4: promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

Outcome 5: promote the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

Outcome 6: promote the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

These comprehensive outcomes result in the following Program Student Learning Outcomes:

- Facilitate the development, implementation, and monitoring of a shared vision of learning, involving all stakeholders.
- Shape, nurture and sustain a school culture and instructional program based on student learning and professional growth.
- Ensure effective management of operations and resources for a safe, efficient and effective learning environment.
- Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs.
- Act with integrity and fairness in an ethical manner.
- Understand, respond to, and influence the larger political, social, economic, legal and cultural context.

The ELCC Standards provide a national perspective. We also recognize the importance of attending to the specific standards approved in Alaska. These standards are embedded within the national standards and are as follows.

1. An administrator provides leadership for an educational organization.
2. An administrator guides instruction and supports an effective learning environment.
3. An administrator oversees the implementation of curriculum.
4. An administrator coordinates services that support student growth and development.
5. An administrator provides for staffing and professional development to meet student-learning needs.

6. An administrator uses assessment and evaluation information about students, staff, and the community in making decisions.

7. An administrator communicates with diverse groups and individuals with clarity and sensitivity.

8. An administrator acts in accordance with established laws, policies, procedures, and good business practices.

9. An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities.

10. An administrator facilitates the participation of parents and families as partners in the education of children.

The above standards allow the opportunity for students to acquire and demonstrate the four core College of Education values:

1. **Intellectual Vitality:** Professional educators examine diverse perspectives, engage in research and scholarship, contribute to knowledge and practice, and apply innovations in teaching.

2. **Collaborative Spirit:** Professional educators generate, welcome, and support the collaborative relationships and partnerships that enrich people's lives.

3. **Inclusiveness & Equity:** Professional educators examine diverse perspectives, engage in research and scholarship, contribute to knowledge and practice, and apply innovations in technology.

4. **Leadership:** Professional educators are committed to the highest standards of ethical behavior in their roles, using professional expertise to improve the communities in which they live and work, and demonstrating the ability to translate theories and principles into transformative educational practice.
ASSessment MEASURES

The measures and their relationships to the program outcomes are listed in Table 1. A description of the measures used in the assessment of the program outcomes and their implementation is shown in Table 2.

The program will demonstrate its success in three ways:

1) Through identified assessments contained in each core course CCG;
2) Intern proficiency in the internships together with self assessments of personal and professional growth that are a part of the seminar associated with the Internship;
3) Indicators of satisfaction from varied stakeholders, e.g., graduating students, employing superintendents, alumni.

There is a separate appendix for each measure that describes the measure, its use, and the factors that affect the results.

TABLE 1: ASSOCIATION OF ASSESSMENT MEASURES TO PROGRAM OUTCOMES

<table>
<thead>
<tr>
<th>Outcome 1: Facilitate the development, implementation, and monitoring of a shared vision of learning, involving all stakeholders.</th>
<th>Job Attainment Data</th>
<th>Course Level Assessment</th>
<th>Student Portfolio of Year Long Internship</th>
<th>Internship Summary</th>
<th>Exit Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>√</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

| Outcome 2: Shape, nurture and sustain a school culture and instructional program based on student learning and professional growth. | | | | |
|---|---|---|---|
| √ | √ | ✓ | ✓ | ✓ |

| Outcome 3: Ensure effective management of operations and resources for a safe, efficient and effective learning environment. | | | | |
|---|---|---|---|
| 0 | √ | ✓ | ✓ | ✓ |

| Outcome 4: Collaborate with family and community members to mobilize community resources to respond to diverse community interests and needs. | | | | |
|---|---|---|---|
| 0 | √ | ✓ | ✓ | ✓ |

| Outcome 5: Act with integrity and fairness in an ethical manner. | | | | |
|---|---|---|---|
| 0 | √ | ✓ | ✓ | ✓ |

| Outcome 6: Understand, respond to, and influence the larger political, social, economic, legal and cultural context. | | | | |
|---|---|---|---|
| 0 | √ | ✓ | ✓ | ✓ |

0 = Tool is not used to measure the associated objective.

√ = Tool is used to measure the associated objective.
<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Attainment Data</td>
<td>Data to determine how many graduates have secured administrative positions</td>
<td>Collected every Spring</td>
<td>ISER Supply &amp; Demand data</td>
<td>Program Staff and Faculty</td>
</tr>
<tr>
<td>Course Level Assessment</td>
<td>Assessment of courses relative to their own outcomes. Course assessments are mapped to course goals.</td>
<td>At the end of each trimester</td>
<td>Submitted by instructors</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Student Portfolio</td>
<td>Online student portfolio of work and experiences throughout entire program and includes field-work evidence from year-long mentored internship in a school and school district setting</td>
<td>Every summer</td>
<td>Online student portfolio</td>
<td>Department Faculty and Practicing School Administrators</td>
</tr>
<tr>
<td>Internship Summary</td>
<td>Summary of data from internship evaluations</td>
<td>End of each semester</td>
<td>Submitted by internship supervisors</td>
<td>Program staff and faculty</td>
</tr>
<tr>
<td>Exit Survey</td>
<td>Online survey of student experiences in the program and college</td>
<td>End of second trimester</td>
<td>Online web survey</td>
<td>Data Manager</td>
</tr>
</tbody>
</table>
**ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT**

**General Implementation Strategy**

One of the major design principles in assessment is triangulation of types and sources of data. The current plan demonstrates the following data types and identifies the strengths and weaknesses of each approach.

### Table 3: Assessment Data Types and Characteristics

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Data Type</th>
<th>Strength</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job attainment data</td>
<td>Demographic and placement data</td>
<td>Objective; points to recognition by employers</td>
<td>Does not take into account supply and demand, that is, if there is a large demand for principals, there is no guarantee of the quality of our graduates</td>
</tr>
<tr>
<td>Course level assessment</td>
<td>Student performance data</td>
<td>Rubric based; relatively objective; an assessment convention</td>
<td>Inflated GPAs might reduce the discriminative value of this assessment</td>
</tr>
<tr>
<td>Student portfolio</td>
<td>Cumulative record of artifacts, achievements, papers</td>
<td>With proper reflective analysis, students can construct their own assessment of learning and provide meaningful data</td>
<td>Like any self-report, the data can be distorted by the student’s insight and objectivity</td>
</tr>
<tr>
<td>Internship evaluation</td>
<td>Triangulated performance evaluation</td>
<td>Explicit criteria; 3 informants; based on a substantial experience apply knowledge and skills; uses self and other-reports</td>
<td>Few weaknesses</td>
</tr>
<tr>
<td>Exit surveys – graduates</td>
<td>Self-report</td>
<td>Typically, this is a consumer satisfaction scale; does permit open evaluation at a relevant time</td>
<td>Sometimes graduates need time to reflect on their academic, intellectual and professional growth; a self-report</td>
</tr>
</tbody>
</table>

There are two important issues that need to be accounted for in a comprehensive assessment plan: improvement in professional knowledge, insight and impact, and sustainability. Ideally, we should be able to assess the impact that our graduates (principals) have on a range of student outcomes, for example, engagement with their school, enhancement of social and moral development, increased learner effectiveness measured as academic outcomes and so on. As well, it would be beneficial if we knew how well our graduates were able to facilitate the professional development and competence of their teaching and other staff. With regard to sustainability, it would be useful assessment data to measure incremental change, and maintenance of effect, over a period of time, for example, two to five years.

Were we able to collect these data we would have a much more powerful assessment plan and process. While it is recognized that these assessments would increase the robustness and validity of our academic programs, the cost to undertake the assessments would be prohibitive. In effect, this present assessment plan describes what is possible rather than what is ideal. This should be seen as one of the limitations of the present plan.
Method of Data Analysis and Formulation of Recommendations for Program Improvement

For the current program, there are two immediate objectives: to gather useful data for a variety of compliance and accreditation purposes (UAA Assessment Requirements, NCATE review, reports to Professional Associations); and to gain an understanding of the strengths and weaknesses of the current program so that we can undertake a major revision.

The program faculty will meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15th each year. A plan for implementing the recommended changes, including of advertising the changes to all the program’s stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- Changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- Changes in faculty/staff assignments
- Changes in advising methods and requirements
- Addition and/or replacement of equipment
- Changes to facilities

Modification of the Assessment Plan

We are satisfied that the use of the conventional assessment measures described above will yield useful data for compliance and improvement purposes. There is another dimension to the assessment process that has not been included but needs to be considered: efficacy of our instructional processes. IDEA provides some feedback to our professors although in graduate programs there are issues around the validity of the data given the smaller class sizes.

In the Department of Educational Leadership, we are committed to a continuous improvement model and to offering programs that are exemplary and contemporary. We are also committed to setting and maintaining high standards, we believe in the use of evidence-based approaches, and we strive to engage our students in exciting, intellectually challenging, exemplary teaching-learning experiences.
APPENDIX A: JOB ATTAINMENT DATA

Measure Description:

Data from ISER’s supply and demand study and the College of Education’s file will be used annually to track alumni job attainment in school administration.

Factors that affect the collected data:

Some former students may leave the state and the information therefore would not be available.

How to interpret the data:

These data will indicate not only who completes the program but who are hired as practicing school administrators, indicating that the program is meeting its objective to provide highly qualified and certified school administrators who are employed in the education profession in the state.
APPENDIX B: BI-ANNUAL COURSE LEVEL ASSESSMENT REVIEW

Measure Description: The EDL Program faculty will review their course offerings and descriptions in reference to the other Assessment measures information on a bi-annual basis starting with the spring of 2008 and conducted every second year thereafter. Faculty will complete their analysis of all the other tools information and meet in a retreat setting to complete their review and initiate and plan the curriculum and course revision process.

Factors that affect the collected data:

Time for these meetings will be limited, so effective and efficient time utilization of this faculty’s time will essential. Also, budgetary and other considerations will have to be planned and taken into account for release or additional contract time to complete the course and curriculum changes.

How to interpret the data:

The revised course descriptions and program will be documentation of the completion of this measure/process.
APPENDIX C: STUDENT PORTFOLIO

Tool Description:

The EDL program is in the process of adopting the university’s a new portfolio tool, Digication. There is much work to be done on putting the portfolio system into operational mode.

All EDL students spend the second year of their program in a practical onsite Internship and Seminar experience mentored by practicing school administrators and EDL program faculty. State of Alaska certification standards require that students log at least 336 hours acting in a leadership capacity in an onsite school experience.

At the beginning of each year, the supervising/mentoring principal/superintendent meets with their interns to develop and map out a plan of activities that provide the interns with practical leadership experience in each one of the Program Standards areas. The students are required to compile a program portfolio documenting their daily activities in this experience. These student portfolios are organized with sections for each program standard followed by the documents and artifacts that the students developed in their intern experiences that demonstrate their attainment of each standard. These portfolios are reviewed by supervising faculty throughout the year and as a summative evaluation of student performance in the Internship/seminar experience and courses.

Factors that affect the collected data:

Quality of student performance and the plan developed by the intern and his/her school administrator mentor determine the quality of the program and the related data.

How to interpret the data:

EDL faculty members review these portfolios in depth as the portfolios document student attainment of the program standards and outcomes.

<table>
<thead>
<tr>
<th>Internship Portfolio Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Capstone Agreement</td>
</tr>
<tr>
<td>2. Activities /ELCC Standards (6)</td>
</tr>
<tr>
<td>3. Artifacts for each ELCC Standard: (6)</td>
</tr>
<tr>
<td>4. Hour Log</td>
</tr>
<tr>
<td>5. Mentor Rating Sheet(s)</td>
</tr>
<tr>
<td>6. Critical Write-ups/Reflections (12)</td>
</tr>
<tr>
<td>7. Vision Statement</td>
</tr>
<tr>
<td>8. Philosophy</td>
</tr>
<tr>
<td>9. Resume</td>
</tr>
<tr>
<td>10. Growth Plan</td>
</tr>
<tr>
<td>11.</td>
</tr>
</tbody>
</table>
APPENDIX D: LEADERSHIP INTERNSHIP SUMMARY

Measure Description:

All EDL students spend the second year of their program in a practical onsite Internship and Seminar experience mentored by practicing school administrators and EDL program faculty. State of Alaska certification standards require that students log at least 336 hours acting in a leadership capacity in an onsite school experience.

At the beginning of each year, the supervising/mentoring principal/superintendent meets with their interns to develop and map out a plan of activities that provide the interns with practical leadership experience in each one of the Program Standards areas.

The students are required to put together a program portfolio documenting their daily activities in this experience. These student portfolios are organized with sections for each program standard followed by the documents and artifacts that the students developed in their intern experiences that demonstrate their attainment of each standard. These portfolios are reviewed by supervising faculty throughout the year and as a summative evaluation of student performance in the Internship/seminar experience and courses.

Factors that affect the collected data:

Quality of student performance and the plan developed by the intern and his/her school administrator mentor determine the quality of the program and the related data.

How to interpret the data:
EDL internship supervisors review the student portfolios and other evaluative information from the internship supervisors and complete the internship summary form. A student must demonstrate proficiency in the six standards and at least some proficiency in the overall performance.

A copy of the tool follows.
## Internship Summary

**Candidate:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Logged Hours / Activities</th>
<th>Exemplary</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Single Endorsement (minimum 336)</strong></td>
<td>(67/269) Dual Endorsement (269/67)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elementary (K-8 Certification)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Secondary (7-12 Certification)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Resume

**Philosophy/Vision**

**Critical Incidents** __/12__

### STANDARD

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>Demonstrated includes appropriate artifacts</th>
<th>Inadequate Demonstration</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Visioning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Instructional Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Acting with integrity/ethics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Responding to larger influences</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### OVERALL PERFORMANCE

The intern demonstrates the ability to accept genuine responsibility for leading, facilitation, and making decisions typical of those made by educational leaders.

The intern’s portfolio and fieldwork provides clear evidence that the candidate has the knowledge, dispositions, and performances appropriate to successful school leadership and positive impact on student learning.

### NOTES/COMMENTS

---

**Portfolio complete and approved:**

- Yes
- No

**Standards met**

- Yes
- No

**Check one:**

- Pass
- No Pass
APPENDIX E: EXIT SURVEY

Measure Description:

In spring 2008, the College of Education distributed information on accessing an online exit survey for our graduates. This survey (Zoomerang) explores students’ experiences in their programs and with the college.

Factors that affect the collected data:

We have used an on-line survey tool and invited the co-operation of the graduates. This is not a “requirement” for graduation and response rates are typically in the range of 30-40%.

How to interpret the data:

The data gathered focuses on student experiences and perceptions of the college and department. Each department will receive aggregated response data. Faculty in EDL will meet to discuss the responses that are specific to EDL faculty and staff, and determine changes that need to be made. The first opportunity for this will be Fall 2008.

A copy of the survey follows.
Dear Graduating Student:
Feedback regarding your experience with the UAA College of Education is needed to help shape and improve programs and services. Your responses will be kept confidential. Only aggregate (combined) responses are shared with faculty, staff, and accrediting bodies. The survey takes about 10 minutes to complete; we appreciate your time. Thank you.

Graduate Exit Survey
A 6-point scale was used for the College-wide questions.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Somewhat Disagree</td>
<td>Somewhat Agree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

1 Department/Program Services
Please reflect on your experiences with your department/program in the UAA College of Education and indicate the extent to which you agree or disagree with the following statements:
- The admissions process for my program was easy to complete.
- I received clear information about the requirements for my program.
- I was satisfied with the support I received from my academic advisor.

2 Technology
Please reflect on your experiences with technology in the UAA College of Education and indicate the extent to which you agree or disagree with the following statements:
- My program experiences helped me develop an understanding of and an ability to use educational technology in instruction.
- Faculty were knowledgeable about current practices related to the use of technology (e.g. computers, Internet, Blackboard, Elluminate).

3 What was the primary program delivery method for your academic program?
- Fully distance delivered
- Combination distance and on campus
- Fully on campus

4 Outcomes
- My program prepared me to be an effective professional in my field of study.
- My program prepared me to provide adequately for students with special needs.
- My program prepared me to be responsive to cultural differences.
- I was satisfied with the quality of my program.
- I would recommend my program to other prospective students.

5 College of Education Student Services
The UAA College of Education Student Services Office provides general information and initial undergraduate advising, manages field placements, and processes requests for institutional recommendations for certification. Please reflect on your experiences with the UAA College of Education Student Services Office and indicate the extent to which you agree or disagree with the following statements:
- I was satisfied with the services provided by this office.
- I was satisfied with the process used for my field placements.
- I was satisfied with the processing of my institutional recommendation for certification.

6 What additional College of Education services or supports would you have found beneficial?

Core Values/Conceptual Framework
The UAA College of Education believes in four core values.
- Intellectual Vitality - Examine diverse perspectives, and engage in research and scholarship.
- Collaborative Spirit - Generate, welcome, and support collaborative relationships that enrich people’s lives.
- Inclusiveness and Equity - Create learning communities that advance knowledge and ensure the development, support, and inclusion of people’s abilities, values, ideas, languages, and expressions.
- Leadership - Commit to the high standards of ethical behavior, and use professional expertise to improve communities.
My program expected that I demonstrate each of the following UAA College of Education Core Values:

- Intellectual Vitality
- Collaborative Spirit
- Inclusiveness and Equity
- Leadership

The UAA College of Education faculty modeled each of the following Core Values:

- Intellectual Vitality
- Collaborative Spirit
- Inclusiveness and Equity
- Leadership

**As well as the generic College of Education questions, the following items were included for EDL graduates.**

1. Several sets of professional standards provide the framework within which our Educational Leadership programs are developed. For the purpose of this survey, indicate the degree to which your program prepared you for professional practice with respect to the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Standard 2: promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Standard 3: promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Standard 4: promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Standard 5: promote the success of all students by acting with integrity, fairness, and in an ethical manner</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Standard 6: promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

2. In terms of your preparation as an educational leader, what were the elements of the program that were the most satisfying and valuable for you?
3. What areas of your preparation do you feel were overlooked and/or needed more emphasis and attention?

4. Please add any additional comments regarding your program preparation as an educational leader.

Thank you for your time and cooperation.
BA in English

Academic Assessment Plan

Adopted by

The English Department faculty

Reviewed with curriculum changes by the Academic Assessment Committee as an information item 11/17/17
Reviewed by the Faculty Senate as an information item TBD

Original approval 4/15/13 (Academic Assessment Committee waived review)
# Table of Contents

Mission Statement ........................................................................................................ 3  
Program Introduction .................................................................................................. 3  
Assessment Process Introduction ............................................................................. 4  
Student Learning Outcomes ...................................................................................... 4  
Table 1: Association of Assessment Measures to Student Learning Outcomes .......... 4  
Assessment Measures ............................................................................................... 6  
Table 2: Assessment Measures and Administration .................................................. 6  
Assessment Process ................................................................................................... 7  
General Implementation Strategy .............................................................................. 7  
Description of Faculty Involvement .......................................................................... 7  
Modification of the Assessment Plan ......................................................................... 7  
Appendix A: Undergraduate Assessment Rubric ....................................................... 7  
Measure Description: ................................................................................................. 8  
Factors that affect the collected data: ......................................................................... 8  
How to interpret the data: .......................................................................................... 8  

Academic Assessment Committee Agenda 11/17/17
MISSION STATEMENT

The English Department’s mission is to prepare students to succeed in an increasingly diverse world. The Department is devoted to an innovative curriculum that encourages lifelong learning, critical thinking, and effective writing. We teach students to see textual work as an engagement with history, convention, culture, and place so that they can participate responsibly in a changing regional and challenging global environment. In particular, the Department is concerned with Alaskan cultures, the North Pacific Rim environment, and the intersection of networked technologies and forms of textuality. At the undergraduate and graduate levels, the English Department also strives to familiarize students with a full range of literacies – written, digital, and visual – so that they may become active and well-equipped citizens.

To address this mission, the Department offers three emphases in the undergraduate major: literature, rhetoric and language, and secondary education.

- The Literature option focuses on significant examples of literature from different periods and genres as well as the social and cultural forces that shape them.
- The Rhetoric and Language option focuses on rhetorical strategies and techniques of composition, emphasizing historical, theoretical, and linguistic perspectives in contemporary settings.
- The Education option prepares students for teaching literature and writing at the middle school and secondary levels as well as for admission to UAA’s Master of Arts in Teaching program.

All options prepare majors to conduct research in the discipline and to write for a variety of purposes and audiences. In addition, each option offers the opportunity to earn honors in English.

PROGRAM INTRODUCTION

The programs offered by the Department of English provide an opportunity for a truly liberal education, one that encourages both self-discovery and an exploration of enduring ideas. The curriculum includes courses in composition, rhetoric, literature, linguistics, and critical-thinking strategies. The Department also supervises the First-Year Composition Program, which fulfills the university’s General Education Requirement in written communication.

The Department also provides a variety of minors (Literature, Linguistics, Professional Writing, and Creative Writing and Literary Arts). The Literature minor enhances the experience of students majoring in other subjects by providing a study of significant authors and literary works as well as by developing skills in writing and critical analysis. The Professional Writing minor prepares students to interpret and present complex information in a readable form to various audiences using a variety of media. The Linguistics minor is designed for non-English majors who wish to build a foundation in linguistic studies for complementary majors, such as Anthropology and Languages, and for those who are interested in the study and teaching of languages. The Creative Writing and Literary Arts minor allows students to explore the crafts of fiction, literary nonfiction, poetry and dramatic writing in an intensive series of workshops taught by active writers in the genres.
ASSessment process introduction

At the end of AY 2010-11, the English Department lost the two faculty members who had been our assessment coordinators for a number of years. This was a major dislocation for the Department, and so in AY 2011-12 we were, in effect, starting over. The assessment process was taken over by the new chair of the Department, Dan Kline. This new process led to the revision of our assessment process and evaluation rubrics. On one hand, we gained the integration of our mission statement, program objectives, and student outcomes. On the other, we lost some breadth of assessment.

The program outcomes for the BA in English were initially developed by a three-member working group in September 2011 whose objectives were (1) to develop a mission statement for the Department, (2) to identify student artifacts that (a) captured student achievement and (b) lent themselves to being assessed, and (3) to create a rough draft of the programmatic student learning objectives that would then be discussed in the Department’s Undergraduate Curriculum Committee (UCC) and ultimately the entire Department. The plan was to develop the programmatic outcomes in concert with the Department’s new mission statement, which also served to provide guidance for new hires. From the working group’s discussions and draft programmatic student learning outcomes, the assessment coordinator (Kline) developed a scoring rubric for further discussion. The BA in English programmatic student outcomes and assessment rubric were then discussed and tweaked in the UCC in Fall 2011, and the assessment rubric was first used at the end of Fall 2011. It has been used since that time to assess the BA in English’s programmatic student learning objectives. The new mission statement and programmatic student learning objectives were approved by the Department in Fall 2011. Each semester, faculty volunteers assess an assignment or research paper using the undergraduate assessment rubric, and a combination of lower and upper division courses are assessed each term.

Student learning outcomes

At the completion of this program, students are able to:

1. Read closely,
2. Interpret texts analytically,
3. Conduct research effectively,
4. Weigh evidence critically, and
5. Write coherently.
### Table 1: Association of Assessment Measures to Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Undergrad Assessment Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read closely</td>
<td>1</td>
</tr>
<tr>
<td>Interpret texts analytically</td>
<td>1</td>
</tr>
<tr>
<td>Conduct research effectively</td>
<td>1</td>
</tr>
<tr>
<td>Weigh evidence critically</td>
<td>1</td>
</tr>
<tr>
<td>Write coherently</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Measure is not used to measure the associated outcome.  
1 = Measure is used to measure the associated outcome.
**ASSessment Measures**

A description of the measures used in the assessment of the student learning outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the student learning outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

**Table 2: Assessment Measures and Administration**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Assessment Rubric</td>
<td>Rubric measuring each of the programmatic SLOs</td>
<td>End of each semester</td>
<td>Rubric</td>
<td>Volunteer Faculty</td>
</tr>
</tbody>
</table>
ASSESSMENT PROCESS

General Implementation Strategy

The Department’s strategy for implementing the assessment plan is (1) to solicit faculty volunteers to use the undergraduate assessment rubric in their classes, (2) to assess both lower and upper division courses, and (3) to apply the assessment rubrics to final student projects in the courses at the end of Fall and Spring semesters.

Description of Faculty Involvement

In general, the assessment coordinator convenes a small, three-person committee for in-depth discussion of the assessment plan and the previous year’s assessment findings in the fall semester, and the materials generated in those discussions are refined by the assessment coordinator for discussion during the fall semester at Undergraduate Curriculum Committee meetings, which are attended by a broad cross-section of Departmental faculty. The faculty at the UCC meetings then discuss the data generated by the assessment plan, formulate recommendations based upon the data, and recommend actions that individual faculty can make based upon the assessment findings. The overall assessment findings from the previous academic year are also reviewed by the entire English Department faculty as part of early-fall faculty meetings, and recommendations for action, for revision of the outcomes, and for action on the part of faculty can also come out of these faculty meetings. In short, the process is as follows:

Assessment Coordinator > ad hoc committee > Undergraduate Curriculum Committee > Full Faculty Meeting

Modification of the Assessment Plan

Modifications to the assessment plan may come at any of the above stages, but ultimately any changes will be vetted through the Undergraduate Curriculum Committee and finally approved at a full faculty meeting.
APPENDIX A: UNDERGRADUATE ASSESSMENT RUBRIC

Measure Description:

The Undergraduate Assessment Rubric asks the faculty evaluator to assess student performance on a specific assignment across the five programmatic student learning outcomes: (1) to read closely, (2) to interpret texts analytically, (3) to conduct research effectively, (4) to weigh evidence critically, and (5) to write coherently. It also has a Totals column to allow the assessment coordinator to total the student’s scores across the rows. Please see the attached copy.

Factors that affect the collected data:

A number of factors may affect the collected data. First, many English courses (especially lower division courses like ENGL A201, Masterpieces of World Literature I and ENGL A202, Masterpieces of World Literature II) are also GER Humanities courses and thus often include a population of non-English majors, so the results may not be indicative of the achievement of ‘English majors.’ Second, many upper division courses include majors from all three tracks in the English major (Literature, Rhetoric & Language, and Secondary Education), so student preparation in each of these courses is likely to be different. Third, there is no standard progress through the major that is common to all English majors, so the data may not reflect student achievement at the end of the program. Finally, since different faculty members are filling out the assessment rubric, their evaluation of specific scores may vary from one another.

How to interpret the data:

We hope to learn how well our students think critically and write analytically, using the tools they’ve received in their classes (researching online and print resources, weighing evidence, constructing well-thought out essays). We also hope to learn the areas in which students need more work so that we can adjust our curriculum to address perceived student deficiencies. The best measures will be to compare achievement in upper division courses with achievement in lower division courses. In general, then, students should achieve better scores in the upper division courses than in the lower division courses. (And then, as well, student should achieve higher assessment scores in the MA program than in the BA program).
GEOGRAPHY AND ENVIRONMENTAL STUDIES

Educational Effectiveness

Assessment Plan

Version 3.1

Adopted by

The Department of Geography and Environmental Studies
November, 2014

Submitted to

Dean John Stalvey, College of Arts and Sciences
Vice Provost Susan Kalina, Office of Academic Affairs

Reviewed with curriculum changes by the Academic Assessment Committee as an information item 11/17/17
Reviewed by the Faculty Senate as an information item TBD

Reviewed by the Academic Assessment Committee 2/26/15
Reviewed by the Faculty Senate as an information item 3/6/15
# TABLE OF CONTENTS

**Introduction** .................................................................................................................. 3

**Program Student Learning Outcomes** .............................................................................. 4

**BS Environment & Society** ............................................................................................... 4

**Program Assessment Tools** ............................................................................................... 5

**Assessment Implementation & Analysis for Program Improvement** .................................. 7

General Implementation Strategy ........................................................................................... 7

Modification of the Assessment Plan ..................................................................................... 8

**Assessment in other courses** ............................................................................................. 9

**Appendix A: Project in ENVI A211** .................................................................................. 10

**Appendix B: Policy Analysis in ENVI A212** ..................................................................... 11

**Appendix C: Field Project Presentation in ENVI A370** ..................................................... 12

**Appendix D: Final Project in ENVI A395** .......................................................................... 13

**Appendix E: Environmental Assessment project in ENVI A470** ...................................... 14

**Appendix F: Work (B)Log in ENVI A470** ......................................................................... 15

**Appendix G: Final Poster Project in GEOG A375** ............................................................ 16

**Appendix H: ePortfolio in ENVI A480** ................................................................................. 17
INTRODUCTION

This document defines the educational objectives and expected outcomes for the BS in Environment & Society and outlines a plan for assessing the achievement of the stated objectives and outcomes both in the major and in the other coursework offered by the Department of Geography and Environmental Studies.

The department feels strongly that the measurement and reporting of outcomes is only a means to an end. The most important part of the outcomes process is faculty reflection on our success, or lack thereof. Therefore, the department is committed to meeting each fall to discuss and reflect on the effectiveness of our major, and the delivery of our courses, especially the general education required courses. At this meeting we frankly discuss our effectiveness and plan curricular changes to improve should it be needed

The faculty met and accepted the objectives, outcomes, and assessment processes on November 18, 2014.
PROGRAM STUDENT LEARNING OUTCOMES
BS ENVIRONMENT & SOCIETY

The specific educational outcomes that support the program objectives are to produce graduates who are able to…

- Explain the fundamental role of natural/living systems in supporting life and social well-being, enabling beneficial relationships between people and the natural world, and underpinning the key human threats to the environment. (Environmental Knowledge)

- Demonstrate the ability to employ the following liberal education skills in a disciplinary and professional setting: critical thinking, problem solving, and decision making; conceptual engagement with ethics and civic issues; use of the scientific method; and technical writing skills. (Liberal Knowledge)

- Apply the following skill sets to address environmental problems and develop solutions in professional, academic, and civic settings: communication and teamwork, stakeholder engagement, field research techniques, environmental assessment, survey design, data collection and analysis, mapping techniques, knowledge of key environmental laws and policies, environmental planning. (Technical Knowledge)


**Program Assessment Tools**

A description of the tools used in the assessment of the program outcomes and their implementation are summarized in Table 1. The tools and their relationships to the program outcomes are listed in Table 2.

There is a separate appendix for each tool that describes the factors that affect the results and give examples of the tools and how they will be implemented.

### Table 1

**Program Outcomes Assessment Tools and Administration**

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/ Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVI A211 Project</td>
<td>Grade on a final poster project</td>
<td>Each Spring (Spring 2012)</td>
<td>Papers collected ePortfolio</td>
<td>Teaching faculty</td>
</tr>
<tr>
<td>ENVI A212 Paper</td>
<td>Grade on policy analysis paper</td>
<td>Each Spring (Spring 2012)</td>
<td>Papers collected ePortfolio</td>
<td>Teaching faculty</td>
</tr>
<tr>
<td>ENVI A370 Field Project</td>
<td>Grade on field project presentation</td>
<td>Each Fall (Fall 2014)</td>
<td>Papers collected ePortfolio</td>
<td>Teaching faculty</td>
</tr>
<tr>
<td>ENVI A395 Final Product</td>
<td>Grade of final product</td>
<td>Ongoing (Fall 2012)</td>
<td>Papers collected ePortfolio</td>
<td>Internship coordinator</td>
</tr>
<tr>
<td>ENVI A470 EIA</td>
<td>Grade of environmental assessment project</td>
<td>Each Fall (Fall 2012)</td>
<td>Papers collected ePortfolio</td>
<td>Teaching faculty</td>
</tr>
<tr>
<td>ENVI A470 Work Log</td>
<td>Grade of the student work log</td>
<td>Each Fall (Fall 2012)</td>
<td>Papers collected ePortfolio</td>
<td>Teaching faculty</td>
</tr>
<tr>
<td>ENVI 480 ePortfolio</td>
<td>Assessment of ePortfolio</td>
<td>Each Spring (Spring 2015)</td>
<td>ePortfolio</td>
<td>Teaching faculty</td>
</tr>
<tr>
<td>GEOG A375 Poster Project</td>
<td>Grade on final poster project</td>
<td>Each Spring (Spring 2015)</td>
<td>Papers collected ePortfolio</td>
<td>Teaching faculty</td>
</tr>
</tbody>
</table>
Table 2
Association of Assessment Tools to Program Outcomes

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>ENVI 211 Project</th>
<th>ENVI 212 Paper</th>
<th>ENVI 370 Field Project</th>
<th>ENVI 395 Synthesis</th>
<th>ENVI 470 EA</th>
<th>ENVI 470 Work Log</th>
<th>ENVI 480 ePortfolio</th>
<th>GEOG 375 Poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Knowledge: Explain the fundamental role of natural/living systems in supporting life and social well-being, the relationships between people and the natural world, and the key human threats to the environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Liberal Knowledge: Demonstrate the ability to employ the following liberal education skills in a disciplinary and professional setting: critical thinking, problem solving, and decision making; ethics and civic engagement; science and technical writing skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Knowledge: Apply the following skill sets to address environmental problems and develop solutions in professional, academic, and civic settings: civic engagement, teamwork, habitat assessment, survey design, wetlands delineation, mapping skills (GIS and GPS), knowledge of NEPA.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

White = Tool is not used to measure the associated objective.
Gray = Tool is used to measure the associated objective.
ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

Implementation of the assessment plan will take place not only through regularly collected artifacts in courses but also through ePortfolios which will require students and faculty to meaningfully reflect on the program’s desired educational outcomes. Students will produce artifacts for assessment in classes, but these artifacts will also be archived in their ePortfolios.

The process of program assessment will begin in ENVI A280 when students will use artifacts produced in ENVI A211 and ENVI A212 (which will be independently assessed as a part of regular course outcome assessment) and archive/integrate them in their ePortfolios. They will reflect on these artifacts at this time and receive feedback from the course instructor. They will then use the ePortfolio they produced in ENVI A280 to archive/integrate future artifacts produced in courses related to the academic program. Students who transfer to UAA from another university or who have failed to save ENVI A211 and ENVI A212 artifacts will be given the chance to use other artifacts in their ePortfolios.

ENVI A280 will be a prerequisite course for ENVI A395, the internship. In the internship they will produce a final product which requires them to reflect on what they learned through their experiences. It will be required that they integrate this artifact in the ePortfolio and reflect on its contribution to the achievement of learning outcomes. Feedback will be given, by the course instructor, to students on this artifact and on any others that they may have added to the ePortfolio from other courses at this time.

Artifacts will also be created in ENVI A370 and GEOG A375 during the junior year. Both of these artifacts will be stored in the developing student ePortfolio. Comments on the artifacts will be made by course instructors.

Students are likely to take ENVI A470 in their final year. This course requires the completion of both a mock Environmental Assessment (EA) and a work log. Both artifacts will be housed in the ePortfolio and reflected upon. Feedback will again be given to the student on these artifacts and reflections and other artifacts from other courses being used to demonstrate achievement in the program outcomes.

Final analysis of the ePortfolio will be made in ENVI A480. Students will be given the opportunity to refine and improve their final portfolio product, which will demonstrate that they have achieved all program outcomes. They will present these ePortfolios to their peers and to the department faculty. The ePortfolios will be analyzed and graded by the course instructor in accordance with a rubric. These grades will then be used to assess departmental performance in desired educational outcomes.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The department will meet to review the data collected using the assessment tools at least once a year. This review will result in recommendations for program changes that are designed to enhance performance relative to the program’s objectives and outcomes. The results of the data collection, an
interpretation of the results, and the recommended programmatic changes are to be forwarded to the office of Academic Affairs (in the required format) by the end of May each year. A plan for implementing the recommended changes, including advertising the changes to all the program’s stakeholders, is also to be completed at this time.

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. The changes are to be approved by the faculty of the program. The modified assessment plan is to be forwarded to the dean/director’s office and the Office of Academic Affairs.
ASSESSMENT IN OTHER COURSES

The Department of Geography and Environmental Studies offers a number of courses, including a number of general education required courses. Not all of these courses are offered as a part of the Environment & Society program, but it is still highly desirable to systematically study and discuss the educational outcomes of these courses to assess department teaching effectiveness. In addition, the GER courses require assessment in conformity with efforts to assess GER effectiveness in the A.A. degree program and elsewhere.

Each course will be assessed using previously approved course content guide requirements in addition to requirements dictated by general assessment efforts at the college or university level. In some situations, as assessment efforts at each level of university governance change, departmental course content guide requirements may prove to be impractical. The department will endeavor to change outcomes as necessary and to devise appropriate measures to serve student interests at the university/GER, college/AA, and departmental levels.

For the immediate future, the department will strive to engage in outcomes assessment in the general education courses at least each spring semester, evaluating as many sections as is feasible, including those offered at branch campuses. Courses central to the major (ENVI A370, ENVI A395, ENVI A470, GEOG A375) will be assessed once/year. Other courses will be assessed on a rotating basis with at least one upper-division course with the ENVI and GEOG prefixes being assessed each year.
APPENDIX A: PROJECT IN ENVI A211

Tool Description:

Students will produce a final poster project in ENVI A211 which will highlight how a key human system impacts the natural environment.

Outcome 1 for the E & S major are similar to the third outcome in ENVI A211

Factors that affect the collected data:

Students taking the course before they declare an E & S major will not be flagged.

How to interpret the data:

The projects will be given a grade and used to assess performance in achieving the learning outcome of ENVI A211. These projects will then be used by E & S majors in their ePortfolios to demonstrate competence in the first program outcome. They will be evaluated by the instructor of ENVI A480 and the assessment coordinator using a rubric.
APPENDIX B: POLICY ANALYSIS IN ENVI A212

Tool Description:

Students will write a policy analysis paper dealing addressing how a contemporary environmental problem is mitigated through the application of environmental policy.

Outcome 1 for the E & S major is similar to outcomes in ENVI A212

Factors that affect the collected data:

Students taking the course before they declare an E & S major will not be flagged.

How to interpret the data:

The papers will be given a grade and used to assess performance in achieve the learning outcome of ENVI A212. These projects will then be used by E & S majors in their ePortfolios to demonstrate competence in the first and second program outcomes. They will be evaluated by the instructor of ENVI A480 and the assessment coordinator using a rubric.
APPENDIX C: FIELD PROJECT PRESENTATION IN ENVI A370

Tool Description:

Students will present the findings of their independent field project, formatted as a “conference presentation”.

Factors that affect the collected data:

All E & S majors will be evaluated.

How to interpret the data:

The grade on the presentation gives an indication of the department’s success in achieving desired outcomes. The student’s use of the presentation in the ePortfolio will help the student to demonstrate competence in the second and third program outcomes.
APPENDIX D: FINAL PROJECT IN ENVI A395

Tool Description:

ENVI A395 requires the completion of a final project. The paper, as defined by the course CCG, is designed to measure outcomes in ‘professionalism and ethical practice, leadership in community, civic judgment, and writing with praxis’.

Factors that affect the collected data:

All E & S majors will be evaluated. Some students may complete multiple internships.

How to interpret the data:

The grade on the paper gives an indication of the department’s success in achieving desired outcomes. The student’s use of the paper in the ePortfolio will help the student to demonstrate competence in the second and third program outcomes.
APPENDIX E: ENVIRONMENTAL ASSESSMENT PROJECT IN ENVI A470

Tool Description:

A required component of ENVI A470 is an Environmental Assessment (or EA) project, modeled after EAs produced in professional settings. EAs require professionals to explore the environmental impacts of specific projects on the environment and communities. To complete this project, students will be required to both apply appropriate methods and tools taught in the major and demonstrate critical thinking skills. Thus, the project will allow the department to evaluate all program outcomes.

Factors that affect the collected data:

All E & S majors will be evaluated as this course is the capstone of the major.

How to interpret the data:

The final grade will give an indication of the department’s success in achieving desired outcomes. The student’s use of the project in the ePortfolio will help the student to demonstrate competence in all three program outcomes.
APPENDIX F: WORK (B)LOG IN ENVI A470

Tool Description:

The instructor of ENVI A470, will require all students to maintain a work log chronicling their individual and group work in ENVI A470.

Factors that affect the collected data:

All E & S majors will be evaluated as this course is the capstone of the major.

How to interpret the data:

The grade on the work log will give an indication of the department’s success in achieving desired outcomes.
APPENDIX G: POSTER IN GEOG A375

Tool Description:

The instructor of GEOG A375 will require a final poster showcasing their cartographic and technical skills developed during the course. The material in the poster is based on the semester-long GIS project. Posters are used to outline the environmental problem, show how GIS was used to identify information pertinent to the problem, and showcase some results from the whole effort.

Factors that affect the collected data:

All E & S majors will be evaluated.

How to interpret the data:

The grade on the paper gives an indication of the department’s success in achieving desired outcomes. The student’s use of the paper in the ePortfolio will help the student to demonstrate competence in the second and third program outcomes.
APPENDIX H: ePORTFOLIO IN ENVI A480

Tool Description:

The instructor of ENVI A480 (course taken in senior year) will require that an ePortfolio be completed to show competence in each of the program’s three outcomes. This portfolio will have been begun in ENVI A280. Artifacts in the eportfolio will be drawn from ENVI A211, ENVI A212, ENVI A370, ENVI A395, ENVI A470, and GEOG A375, in addition to other artifacts collected by students during their college career. ePortfolios will be evaluated using a common rubric (see attached).

Factors that affect the collected data:

All E & S majors will be evaluated. Some students will take ENVI A480 out of sequence.

How to interpret the data:

ePortfolio will be evaluated using the attached rubric.
University of Alaska Anchorage

Phlebotomist Occupational Endorsement Program

Educational Effectiveness

Assessment Plan

Version 4.0

Adopted by

The Medical Laboratory Science faculty

Reviewed with curriculum changes by the Academic Assessment Committee as an information item 11/17/17
Reviewed by the Faculty Senate as an information item TBD

Reviewed by the Academic Assessment Committee as an information item 3/6/15
Reviewed by the Faculty Senate as an information item 4/2/15
TABLE OF CONTENTS

Mission Statement ........................................................................................................................................ 3

Program Introduction ................................................................................................................................. 3

Assessment Process Introduction ............................................................................................................. 3

OEC Phlebotomist Program Outcomes .................................................................................................... 3

Table 1: Association of Assessment Measures to Program Outcomes ..................................................... 4

Assessment Measures ............................................................................................................................... 5

Table 2: Program Outcomes Assessment Measures and Administration ................................................ 5

Assessment Implementation & Analysis for Program Improvement ........................................................... 6

   General Implementation Strategy ........................................................................................................ 6

   Method of Data Analysis and Formulation of Recommendations for Program Improvement ................ 6

   Modification of the Assessment Plan .................................................................................................... 6

Appendix A: Employer Survey ................................................................................................................... 7

Appendix B: Recent Graduate Survey ........................................................................................................ 9

Appendix C: Practicum Task Evaluation ................................................................................................... 11

Appendix D: Practicum Professional Evaluation ....................................................................................... 16

Appendix E: Registry Exams ....................................................................................................................... 18
MISSION STATEMENT

The mission of the Medical Laboratory Science Department is to graduate competent and ethical clinical laboratory professionals with the knowledge and the skills for career entry. It is also the department’s mission to prepare graduates for leadership roles in the clinical laboratory and professional organizations and to instill an understanding of the need for maintaining continuing competency in a rapidly changing and dynamic profession.

PROGRAM INTRODUCTION

Phlebotomists are a much needed health occupation in Alaska as in the rest of the United States. The necessity for quality specimen collection and specimen preparation before testing is paramount to producing quality results for the most accurate diagnosis and treatment of patients. In an effort to meet the needs of healthcare industry in both quantity and quality of workers in this field, the Medical Laboratory Science Department has developed the Occupational Endorsement Certificate Phlebotomist Program. The curriculum provides students with the knowledge and skills required for entry-level phlebotomist. The program is offered on-campus and by distance delivery to meet the needs of Anchorage and rural Alaska. Graduates are eligible to sit national certification exams however being awarded an OEC Phlebotomist is not contingent upon passing the certification exam. Those graduates that choose to become certified most often take the ASCP Board of Certification (BOC) exam.

ASSESSMENT PROCESS INTRODUCTION

The assessment plan defines the expected outcomes for the Occupational Endorsement Certificate Phlebotomist. The occupational endorsement certificates were approved by the Undergraduate Academic Board in 2006. Multiple tools have been developed to assess the cognitive, psychomotor and affective domains of the program.

The development of the outcomes was accomplished in part by faculty review of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) standards for approval of educational programs and the American Society for Clinical Pathology (ASCP), content guidelines for certification of phlebotomy technician. In addition, faculty collaborated with members of clinical facilities in Alaska to determine staffing needs by job description and skill level. Methods used to obtain information from the community were the Community Needs Assessment Survey, input from the Advisory Board, input from the Education Coordinators, and the Focus Group discussions from University / Industry Allied Health Forums (April, 2003 and May 2006).

Due to the small sample size a running 3 year average will be reported annually.

The faculty met and accepted the outcomes and assessment processes on January 23, 2015

OEC PHLEBOTOMIST PROGRAM OUTCOMES

At the completion of this program, students are able to:

- Demonstrate entry-level competencies for phlebotomist including:
  - Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.
  - Adhere to infection control and safety policies and procedures
  - Identify factors that affect specimen collection procedures and test results and take appropriate actions.
  - Perform point-of-care testing according to standard operating procedures.
  - Recognize legal implications when interacting with patients, peers, other health care personnel and the public.

- Demonstrate professional conduct, stress management, interpersonal and communication skills with patients, peers and other health care personnel and the public.

- Act upon individual needs for continuing education as a function of growth and maintenance of professional competence.

- Recognize opportunities for professional development with the laboratory.
### Table 1: Association of Assessment Measures to Program Outcomes

<table>
<thead>
<tr>
<th>Demonstrate entry-level competencies for phlebotomist including:</th>
<th>Employer Survey</th>
<th>Recent Graduate Survey</th>
<th>Certification Exam</th>
<th>Task Objectives Score from</th>
<th>Core Abilities Score from Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>• Adhere to infection control and safety policies and procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify factors that affect specimen collection procedures and test results and take appropriate actions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Perform point-of-care testing according to standard operating procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognize legal implications when interacting with patients, peers, other health care personnel and the public.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate professional conduct, stress management, interpersonal and communication skills with patients, peers and other health care personnel and the public.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Recognize opportunities for professional development within the laboratory.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Act upon individual needs for continuing education as a function of growth and maintenance of professional competence.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

**Table 2: Program Outcomes Assessment Measures and Administration**

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/ Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer Survey</td>
<td>Survey sent to Laboratory Managers in Alaska</td>
<td>Sent 6 months post-graduation, compiled annually.</td>
<td>Self-report</td>
<td>MLS Department</td>
</tr>
<tr>
<td>Recent Graduate Survey</td>
<td>Survey sent to recent program graduates</td>
<td>Sent 6 months post-graduation, compiled annually.</td>
<td>Self-report</td>
<td>MLS Department</td>
</tr>
<tr>
<td>Certification Exam</td>
<td>National exams for certification</td>
<td>Compiled Annually and reported as 3 year running average</td>
<td>Electronic Report of Scaled Scores</td>
<td>ASCP</td>
</tr>
<tr>
<td>Task Objectives Evaluation Form</td>
<td>Evaluation forms completed by clinical site trainers</td>
<td>Compiled annually and reported as a 3 year running average</td>
<td>Observation 1-5 Likert Scale</td>
<td>Practicum Sites</td>
</tr>
<tr>
<td>Core Abilities Evaluation Form</td>
<td>Evaluation forms completed by clinical site trainers</td>
<td>Compiled annually and reported as a 3 year running average</td>
<td>Observation 1-5 Likert Scale</td>
<td>Practicum Sites</td>
</tr>
</tbody>
</table>
General Implementation Strategy

Training in phlebotomy has taken place at UAA for more than 20 years. In May of 2006, an occupational endorsement certificate program was approved in phlebotomy. Employer and graduate surveys were developed and will be administered semi-annually. Certification exam scores, task objective scores and core ability scores will be compiled annually and reported as a running three-year average due to the small sample size.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

SPSS and Excel will be used for data analysis. The data will be compiled annually and a report will be written. The annual number of graduates from the on-campus phlebotomy program is limited due to the space limitations of the UAA classroom and student laboratory and the limited number of clinical sites for student practicums. Although classroom space does not limit the distance delivered program, finding clinical sites and mentors has limited enrollment in. Due the small sample size, a running 3 year average will be used.

The assessment coordinator and faculty will meet to review the data. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be used to complete the Assessment Survey administered by the Office of Academic Affairs. A plan for implementing the recommended changes, including advertising the changes to all the program’s stakeholders, will also be completed at this meeting. Any changes will be discussed with the Program’s Advisory Board and Education Coordinators during the August meeting prior to start of school year.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to the program’s outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. Changes may include:

- Changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- Changes in faculty/staff assignments
- Changes in advising methods and requirements
- Addition and/or replacement of equipment
- Changes to facilities

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. The changes are to be approved by the faculty of the program. The modified assessment plan is to be forwarded to the director’s office and the Office of Academic Affairs.
Appendix A: Employer Survey

Measure Description:

The employer survey asks employers to evaluate their employees who have graduated from UAA for performance and professional capabilities. Additionally, employers are asked about staffing needs in their facility. A sample of the survey instrument is included on the following page.

Employers of our graduates are clinical and reference laboratories and subregional clinics who hire certified phlebotomists.

Factors that affect the collected data:

Factors that need to be taken into consideration when analyzing the data follow.

- Response rate
- Sample size
- Personal bias when answering narrative questions

How to interpret the data:

Questions 2 – 4 provide information on the quality of education provided by UAA. Question 6 gives our program informal information on community needs.

Sample Survey:

A sample survey is provided on the next page.

Tabulating and Reporting Results:

The survey is designed by the faculty. The assessment coordinator sends the survey. Laboratory personnel complete the survey. The assessment coordinator receives the surveys, analyzes the data, writes the report and reviews the results with the program faculty.

Outcome

- Demonstrate entry-level competencies for phlebotomy technicians (OEC Phlebotomist)
  - Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.
  - Adhere to infection control and safety policies and procedures.
  - Identify factors that affect specimen collection procedures and test results and take appropriate actions.
  - Perform point-of-care testing according to standard operating procedures.
  - Recognize legal implications when interacting with patients, peers, other health care personnel and the public.

Benchmark: average Likert Score: not met <3, met 3-4, exceeded >4.
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the past year have you hired graduates of the UAA Phlebotomy Program?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In your opinion, how well did the UAA Phlebotomy Program prepare the student for entry-level employment at your facility?</td>
<td></td>
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<tr>
<td>In your opinion, which areas of the curriculum need improvement?</td>
<td></td>
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<tr>
<td>Does this graduate have the professional capabilities required for their current position?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you hire other graduates from the UAA Phlebotomy Program?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the Medical Laboratory Science Department at UAA meeting your current staffing needs?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Recent Graduate Survey

Measure Description:
The recent graduate survey asks students who have graduated from the UAA OEC Phlebotomist to provide their current employment status and evaluate their readiness for employment after 6 months in the workplace. Additionally, students are asked about their continuing education activities and membership in professional organizations. A sample of the survey instrument is included on the following page.

Factors that affect the collected data:
Factors that need to be taken into consideration when analyzing the data follow.

- Response rate
- Sample size
- Graduates may move from Alaska.

How to interpret the data:
Questions 1, 4, and 5 provide information on the employment activities of recent graduates. Questions 2 – 4 give us information on level of commitment to the profession after graduation. Questions 7 – 9 provide the Program information on the quality of education received at UAA relative to readiness for the workplace.

Maintaining contact with our recent graduates allows us to administer this survey more effectively.

Sample Survey.
A sample survey is provided on the next page.

Tabulating and Reporting Results
The survey is designed by the faculty. The assessment coordinator sends the survey to recent graduates, tabulates the results and writes the report for faculty review.

Outcome
- Recognize opportunities for professional development with the laboratory.
- Act upon individual needs for continuing education as a function of growth and maintenance of professional competence.

Benchmark: not met <50% of graduates that responded to the survey have not participated in continuing education, met 51-70% of respondents participated in continuing education, exceeded >70% of respondents have participated in continuing education.
UNIVERSITY OF ALASKA ANCHORAGE
MEDICAL LABORATORY TECHNOLOGY DEPARTMENT
GRADUATE STUDENT SURVEY

STUDENT: __________________________ YEAR GRADUATED: _______ DATE: ______

PROGRAM: Phlebotomy
DELIVERY METHOD: On-Campus

| Since graduating from the program, have you: | ___ Worked in the field: Other job: ________________ | ___ Returned to School; Where ________________ |
| What laboratory professional organization(s) do you belong to? | None____ ASCP____ ASCLS____ CLSA____ AMT____ |
| Have you participated in continuing education during previous six months? | Yes____ No____ |
| Have provided continuing education for your peers during the last six months? | Yes____ No____ |
| Are you currently employed? | Yes ____ No ____ |

Please list places of employment.

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

| How do you feel the program prepared you for employment? | ____ Well Prepared | ____ Prepared | ____ Not Prepared |

| What areas of the curriculum were strongest? | Strongest: |

| What areas of the curriculum were weakest? | Weakest: |

| What areas of the curriculum were not applicable (if any) to your current position? |
| What areas of the curriculum were not applicable (if any) to your current position? |

Other comments
Appendix C: Practicum Task Evaluation

Tool Description:

Clinical trainers observe the student’s performance and complete the Task Objective forms during the student practicums. The students are evaluated on their ability to perform specific tasks in each area of their clinical rotation. The scores are based on a student’s terminal performance of the task being graded and reflect entry-level competence. The scores from this evaluation are incorporated into the final grade of the practicum.

Factors that affect the collected data:

Factors that need to be taken into consideration when analyzing the data follow.

- Scoring is somewhat subjective
- Students are aware of impact of scoring on their UAA practicum grade

How to interpret the data:

Criteria are provided for clinical trainers for scoring, this helps to reduce any subjectivity or bias. The information provides the program with data to assess the cognitive and psychomotor skills taught in the prerequisite courses for MEDT A195A Phlebotomy Practicum to determine if students are adequately prepared for their clinical training. The data also assesses entry-level competencies on students graduating from the program.

Sample Evaluation

A sample evaluation and criteria for scoring are provided on the next 3 pages.

Tabulating and Reporting Results:

The evaluation is designed by the faculty. The evaluation is part of the practicum folder that the students take to their practicum sites. The clinical trainers complete the evaluation. The Practicum Coordinator receives the scores and inputs them into the gradebook on Blackboard. The Practicum Coordinator exports the gradebook and the Assessment Coordinator analyzes the data, writes the assessment report and reviews the report with the faculty who provide recommendations for improvement.

Outcome

- Demonstrate entry-level competencies for phlebotomy technicians (OEC Phlebotomist)
  - Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens.
  - Adhere to infection control and safety policies and procedures.
  - Identify factors that affect specimen collection procedures and test results and take appropriate actions within predetermined limits when applicable.
  - Perform point-of-care testing according to standard operating procedures.
  - Recognize legal implications when interacting with patients, peers, other health care personnel and the public.

Benchmark: program average for task objectives: not met <3 below average to unacceptable performance; met 3-4 average performance; exceeded >4above average to outstanding performance.
Clinical Rotation Grading Criteria

The grading criterion for the clinical rotation consists of technical task completion, evaluation of the student’s professional capabilities, and a written exam. The written exam is administered by the Practicum Coordinator at the University of Alaska Anchorage.

Student Task List

The clinical trainer monitors the checklist for completion and performance of technical tasks. The task lists are a general outline of the tasks that a student should have the opportunity to discuss, observe and/or perform during clinical rotations. The task evaluation should be based on the terminal performance (not grading students the first time they perform a task). Additionally, the students’ performance should be evaluated based on the expectations of performance of an entry level employee.

Technical tasks are evaluated according to the following criteria:

- **E Exceptional**: Student performs independently after proper instruction and orientation; shows initiative and rarely needs to consult with trainers. Tasks are performed essentially error-free.

- **A Acceptable**: This is the expected performance of an entry-level tech after instruction and orientation. Manuals and other resources may occasionally be used and students may need to consult trainers occasionally for clarification but otherwise should be able to perform independently.

- **U Unacceptable**: Performance is below that of entry-level tech after orientation and instruction. Frequent consultation with trainers is required and errors are noted after repeated attempts to remediate. Any violation of ethics, safety or patient privacy rules would be another reason for this evaluation. This score must be documented and the UAA practicum coordinator consulted.

- **NA Not assessed**: Task not performed in lab, no samples available etc.

Levels of Achievement

Only tasks that are **performed** should be scored

- **Performed (P)** – Student has performed the process under the direction of the clinical trainer. The student’s terminal performance meets the level of competency required by the laboratory for that task or process.

- **Discussed (D)** – Process was discussed, principle explained, and the student acknowledges an understanding of the process or principle.

- **Observed (O)** – Process has been performed and demonstrated by personnel at the facility. Student has observed the demonstration and has been allowed to ask questions as needed. The student acknowledges an understanding of the process or principle by verbally explaining the process and principle back to their clinical trainer.
Core Abilities

To assist students in developing the professional behaviors the Medical Laboratory Science faculty at UAA have developed “Core Abilities” and associated behavior criteria. Students’ core abilities are evaluated by faculty after they complete their first semester of 200-level MEDT courses. The MLS faculty meet with the student to discuss the evaluation and provide recommendations for improvement. Students must receive a score of 3 or higher on the Developing Level Criteria in order to progress in the program. Clinical trainers assess the students’ professional behavior during the clinical experience.

The Core Abilities Assessment is a tool for evaluating the professional behavioral aspects of a student during their clinical rotations. Clinical trainers should review the attribute and associated behaviors as listed on the assessment form and determine the student’s performance.

If a student performs well in most situations the instructor should check the “Yes” box; if a student performs poorly or inconsistently, the instructor should check the “No” box. The assessment should be based on behaviors observed during the rotation and a single instance of poor behavior would not generally warrant a negative evaluation. However, any egregious violation of safety policies, patient confidentiality disclosure, falsifying data or similar serious infractions should be noted immediately.

The Core Abilities Assessment includes attributes in the following areas:

- Professional demeanor
- Following policies and procedures
- Technical competence
- Commitment to learning
- Problem solving
- Communication skills
- Interpersonal skills
- Effective use of time and resources
- Use of constructive feedback
- Workplace responsibilities

Students must demonstrate satisfactory behaviors in each of the five critical core abilities (listed at the top of the form) in order to pass the practicum. Any “No” score in this section should be documented and the UAA Practicum Instructor notified.

“Yes” scores on the remainder of the form will enhance the student’s practicum grade.

There should be a separate Core Abilities Assessment for each of the following rotations:

- Phlebotomy/Processing
- Core Lab
- Transfusion Services
- Microbiology
Phlebotomy and Processing

Evaluation Key for Tasks that are performed:

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Evaluation</th>
<th>Trainer’s Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>E Exceptional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student performs independently after proper instruction and orientation; shows initiative and rarely needs to consult with trainers. Tasks are performed essentially error-free.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Acceptable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is the expected performance of an entry-level tech after instruction and orientation. Manuals and other resources may occasionally be used and students may need to consult trainers occasionally for clarification but otherwise should be able to perform independently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U Unacceptable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance is below that of entry-level tech after orientation and instruction. Frequent consultation with trainers is required and errors are noted after repeated attempts to remediate. Any violation of ethics, safety or patient privacy rules would be another reason for this evaluation. This score must be documented and the UAA practicum coordinator consulted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NA Not assessed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task not performed in lab, no samples available etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Given the necessary equipment, supplies, and directions, the student will discuss, observe and/or perform the following:

<table>
<thead>
<tr>
<th>Task</th>
<th>Level of Achievement</th>
<th>Evaluation</th>
<th>Trainer’s Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation to the lab and safety equipment/procedures.</td>
<td>Observe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Recognize and adhere to infection control practices of the clinical facility.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Recognize and adhere to safety practices of the clinical facility.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates proper procedures for patient and specimen identification.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate the proper technique for performing venipunctures by successfully completing blood collection</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Demonstrate the proper technique for performing skin punctures by successfully completing blood collection</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Select the appropriate equipment, supplies and containers for collection of blood and non-blood specimens.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Employ the correct order of draw when collecting blood specimens.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
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</tr>
<tr>
<td>9. Demonstrate the ability to apply age specific practices and techniques.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Perform or observe special collections (bleeding time, Blood Bank, blood cultures etc.) as applicable to site.</td>
<td>Perform / Observe</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Perform or observe Point-of-care testing as applicable to site</td>
<td>Perform / Observe</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Demonstrate an understanding of test requisitioning, data entry, receiving specimens and printing labels, collection lists and reports.</td>
<td>Perform / Observe</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May be observation only</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13. Identify factors (e.g. IVs, timed collections etc.) that affect specimen collection procedures and test results and take appropriate actions</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Receive and process specimens correctly for in-house and reference lab testing.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Prepare satisfactory blood film</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Distribute specimens to the appropriate testing area.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Perform appropriate packaging and labeling for shipping of specimens for reference lab testing.</td>
<td>Perform</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Perform (or observe) entering results and documentation of reference lab testing.</td>
<td>Perform / Observe</td>
<td>E A U NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Discuss the impact of proper professional conduct including legal and forensic procedures when interacting with patients, peers and other healthcare workers</td>
<td>Discuss</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Other Phlebotomy or Processing procedures: (list)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrument/ Methods</td>
<td>Instrument used for training</td>
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<tr>
<td>---------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
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<tr>
<td>Centrifuge(s)</td>
<td></td>
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<tr>
<td>Point-of-care Analyzers (located in the lab)</td>
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<tr>
<td>Other (please list)</td>
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</table>
Appendix D: Practicum Professional Evaluation

Measure Description:
Clinical trainers complete the Core Abilities Assessment during the student practicums. The assessment tool was revised by program faculty with input from the clinical trainers in 2010 to clarify and reduce the number of outcomes assessed. The outcomes relate to the affective domain of the student while in practicum. The students are evaluated in the following areas: commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem solving and critical thinking and professionalism. A sample evaluation is provided on the next page.

Factors that affect the collected data:
- Scoring is somewhat subjective
- Students are aware of impact of scoring on their UAA practicum grade
- Interrater reliability

How to interpret the data:
Criteria are provided for clinical trainers for scoring, this helps to reduce subjectivity or bias. The information provides the Program with data to assess the quality of education in the affective domain. Students must receive a “yes” score on the first 5 attributes in order to pass practicum. Students receive a grade of 70% for a “yes” on the first five attributes. Scoring “yes” on the additional attributes increases their grade.

The evaluation is designed by the faculty and is part of the practicum notebook that the students take to their clinical sites. The clinical trainers complete the evaluation. The practicum coordinator reviews the results with the student and provides each student’s average score to the assessment coordinator. The assessment coordinator computes the average score for all students evaluated during the assessment period and reports the three-year running average. The average scores are used to assess the following outcome:

Outcome
Demonstrate professional conduct, stress management, interpersonal communication skills with patients, peers and other health care personnel and the public recognizing possible legal implications.

Benchmark- program average on core abilities assessment-not met <70%; met 70-85%; exceeded >85%
Core Abilities Assessment - Phlebotomy

Attributes 1 – 5 are critical areas for preparation for the workplace. Students must demonstrate positive behavior in each of these in order to pass practicum.

<table>
<thead>
<tr>
<th>Core Ability</th>
<th>Demonstrates Behavior</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintains Professional demeanor in routine and stressful situations</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Examples: Appropriate handling of unexpected changes, appropriate responses to trainers and co-workers, professional interaction with patients and other healthcare team members, admits error or mistakes, seeks assistance in difficult situations</td>
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<tr>
<td>2. Follows procedures without shortcuts and practicum site policies</td>
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<tr>
<td>Examples: does not deviate from established policies &amp; procedures, questions are directed to the appropriate person, shows attention to detail, is compliant with HIPAA</td>
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<tr>
<td>3. Demonstrates technical competence</td>
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<tr>
<td>Examples: Able to perform tasks with minimal or no assistance, appropriate use of procedure manuals and reference materials for testing, displays confidence after instruction</td>
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<tr>
<td>4. Demonstrates appropriate problem solving skills with trainer assistance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(recognizes technical problem, clearly communicates to trainer, identifies process for resolution, applies process)</td>
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<tr>
<td>5. Understands basic English necessary for the technical field (verbal and written instructions)</td>
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</tbody>
</table>

Additional attributes which are important in preparing the student for the workplace. Positive behavior in these will enhance the core abilities portion of the practicum grade.

<table>
<thead>
<tr>
<th>Core Ability</th>
<th>Demonstrates Behavior</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Demonstrates interpersonal and teamwork skills</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Examples: functions well with others in the clinical setting, helps others willingly, respects cultural and age differences in others, recognizes impact of non-verbal communication, restates or clarifies messages</td>
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<tr>
<td>7. Performs assigned tasks in a timely manner and demonstrates the ability to multitask</td>
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<tr>
<td>8. Seeks unsolicited tasks when assigned work is completed or uses downtime for studying</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. Uses proper telephone etiquette – critical value calls, inquiries on results, test add-ons, etc. (mark N/A if student is not allowed to use the telephone)</td>
<td></td>
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<tr>
<td>10. Demonstrates appropriate problem solving skills without trainer assistance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(recognizes technical problem, clearly communicates to trainer, identifies process for resolution, applies process)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Demonstrates commitment to learning:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Seeks learning experiences in addition to assigned tasks</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Asks relevant questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Seeks outside resources to fill gaps in knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Demonstrates appropriate response to constructive criticism</td>
<td></td>
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<tr>
<td>• Seeks constructive criticism and integrates feedback from clinical trainer</td>
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<td>• Assesses own performance accurately</td>
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<tr>
<td>• Develops a plan of action in response to feedback</td>
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<tr>
<td>• Moves forward when mistakes are made</td>
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<tr>
<td>13. Workplace responsibilities:</td>
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<tr>
<td>• Arrives on time for practicum rotations and begins work promptly</td>
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<td>• Follows procedures for reporting absences</td>
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<td>• Leaves work area clean, neat, and with supplies/reagents replenished</td>
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<tr>
<td>• Informs clinical trainer with leaving work area</td>
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Student Signature/Date
Appendix E: REGISTRY EXAMS

Measure Description:

This tool will include results from national registry exams taken by students post-graduation from the UAA OEC Phlebotomist Program. The exam included in the report will be the American Society of Clinical Pathologists (ASCP) Board of Certification. The exam results are broken down by discipline and will allow the program to target course specific areas for improvement.

Factors that affect the collected data:

Factors that need to be taken into consideration when analyzing the data follow.

- A student may not give permission for the Program to have results.
- Students may miss or mislabel the school code when completing registry exam applications
- Sample size

How to interpret the data:

Registry exam results provide the program with the student’s total score plus the national average for that particular testing period. The same information is broken down into content areas. The information will be collected annually and reported as a running three-year average due the small sample size. The program average will be compared to national average for the same testing period.

Tabulating and Reporting Results:

The exams are designed and administered by the certifying agencies. The program director receives the exam results and provides the assessment coordinator with annual program and national averages. The assessment coordinator analyzes and reports the information for use in faculty outcomes review.

Outcome

- Demonstrate entry-level competencies for phlebotomy technicians (OEC Phlebotomist)
  - Select the appropriate site and demonstrate the proper technique for collecting, handling and processing blood and non-blood specimens. (Content Area: Specimen Collection and Specimen Processing and Handling)
  - Recognize and adhere to infection control and safety policies and procedures. (Content Area: Laboratory Operations)
  - Demonstrate an understanding of test requisitioning. (Content Area: Laboratory Operations)
  - Identify factors that affect specimen collection procedures and test results and take appropriate actions within predetermined limits when applicable. (Content Area: Specimen Collection, Non-blood Specimens and Specimen Processing and Handling)
  - Perform point-of-care testing according to standard operating procedures. (Content Area: Point-of Care Testing)

Benchmark: program average for total score and scores on the content areas compared to national average: not met UAA >50 points lower national average; met UAA = national average; exceeded UAA > 50 points higher than national average.
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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Room</th>
<th>Forum/Workshop</th>
<th>Register</th>
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<tbody>
<tr>
<td>Fri 1/26</td>
<td>LIB 307</td>
<td>GER Assessment Workshop 1: Curriculum Mapping &amp; Shared Assessment</td>
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<td>GER Forum: Alaska Native-Themed General Education Discussion</td>
<td>Register</td>
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<tr>
<td>Fri 2/23</td>
<td>LIB 302A</td>
<td>GER Assessment Workshop 2: Student Learning Outcomes &amp; Rubric Development</td>
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<td>GER Forum: General Education High Impact Practices (HIPs) &amp; Student Success</td>
<td>Register</td>
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<tr>
<td>Fri 3/23</td>
<td>LIB 302A</td>
<td>GER Assessment Workshop 3: Rubric Development &amp; Student Work</td>
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<tr>
<td></td>
<td></td>
<td>GER Forum: Looking Ahead in General Education</td>
<td>Register</td>
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<tr>
<td>Mon 5/7–Tues 5/8</td>
<td>LIB 307</td>
<td>GER/AA Assessment Soiree — 9:00 am to 1:00 pm</td>
<td>Register</td>
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Questions? Contact Dr. Dan Kline, General Education Director, at 786-4364 or dtkline@alaska.edu. Questions about connecting by distance? Email uaa.oaa@alaska.edu.