



UAA Faculty Senate Academic Assessment Committee

Agenda: January 18, 2019

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

Skype for Business: [Join online](#) or call 786-6755 or 1-844-368-7867 and enter Conference ID 172572

1. Approval of agenda
2. Approval of minutes
3. Chairs update
4. Vice Provost update
 - [Winter Teaching Academy](#) Follow-up
 - NWCCU Mission Fulfillment Fellowship (pgs. 3-9)
 - Conversation with the Deans at an upcoming meeting
5. Review assessment plans – [Link to AAC Google Drive for Plans](#)
 - Outdoor Leadership, AAS; Program Representative: Erin Cutts, Term Assistant Professor, Outdoor Education ([Program Catalog copy](#) for context)
6. Informational plan review – [Link to AAC Google Drive for Plans](#)
 - Medical Assisting, AAS (Last AAC review: 10/20/17; [Program Catalog copy](#) for context)
 - Radiologic Technology, AAS (Last AAC review: 3/2/18; [Program Catalog copy](#) for context)
 - Health Sciences, BS (Last AAC review: 4/16/18; [Program Catalog copy](#) for context)
7. Noteworthy assessment plans (pg. 10)
8. Faculty Senate Bylaws (pgs. 11-12)
9. Next meeting – February 1, 2019 in ADM 204
 - Teaching and Learning, MEd
10. Upcoming plans
 - Apprenticeship Technology AAS – Revised plan awaiting college review
 - Chemistry BS – Revised plan awaiting college review
 - Creative Writing & Literary Arts MFA – Revised plan awaiting college review
 - Electrical Engineering BS – Revised plan awaiting college review
 - Geological Sciences BS – Revising plan for college review
 - Human Services AAS/BHS and Conflict Resolution OEC – Revising plan for college review
 - Natural Sciences BS – Revising plan for college review
 - Dietetic Internship GC – Confirming current plan with curriculum changes
 - Welding & Nondestructive Testing AAS – Confirming current plan with curriculum changes
11. Information items
 - General Education assessment workshops and forums – *Spring schedule under revision*

- 2019 Annual Academic Assessment Retreat – Tuesday, May 14, 2019
- 2019 Annual Academic Assessment Seminar – proposed date Friday, September 6, 2019 or Friday, September 13, 2019

Committee Members		
	Rachel Graham, Faculty Senate, <i>Co-Chair</i>	Bill Myers, CAS
N	Kathi Trawver, COH, <i>Co-Chair</i>	<i>Vacant</i> , CBPP
	Jonathan Bartels, COE	<i>Vacant</i> , CoEng
	Scott Downing, KPC	<i>Vacant</i> , PWSC
	Thia Falcone, Kodiak	<i>Vacant</i> , Faculty Senate
	Albert Grant, CTC	<i>Vacant</i> , Faculty Senate
	Annette Hornung, Mat-Su	<i>Vacant</i> , Faculty Senate
	Deborah Mole, Library	Susan Kalina, OAA (<i>ex officio</i>)

Scheduled Meeting Dates Academic Year 2019		
Date	Time	Location
9/7	Assessment Seminar 9:00-12:30	LIB 307
9/21	11:00-12:30p	ADM 204
10/5	11:00-12:30p	ADM 204
10/19	11:00-12:30p	ADM 204
11/2	Cancelled	
11/16	Cancelled	
12/7	11:00-12:30p	ADM 283
1/18	11:00-12:30p	ADM 204
2/1	11:00-12:30p	ADM 204
2/15	11:00-12:30p	ADM 204
3/1	11:00-12:30p	ADM 204
3/15 – Holiday		
4/5	11:00-12:30p	ADM 204
4/19	11:00-12:30p	ADM 204
5/3	11:00-12:30p	ADM 204

NWCCU Announces Mission Fulfillment Fellowship!

NWCCU <egossett@nwccu.org>
Reply-To: NWCCU <egossett@nwccu.org>

Sun, Nov 18, 2018 at 6:18 PM



Dear Colleague,

I am writing to formally announce the application process for the **NWCCU Mission Fulfillment Fellowship**. Over the past year, the staff has been working with national and regional thought leaders to develop a fellowship in assessment and institutional success, bringing together the brightest minds on the subjects from around the country. Confirmed speakers include luminaries in the field of assessment and institutional change: Peter Ewell, Linda Suskie, Trudy Banta, George Kuh, Jillian Kinzie, Natasha Jankowski, and Paul Gaston.

The fellowship is designed to bring together institutional representatives from around the region to serve as Fellows to advance the mission fulfillment of NWCCU member institutions. Space is limited for the inaugural class, and we encourage institutions to identify two fellows who will participate in the 12-month program and work together on a final project to advance the achievements of their institution. (A limited number of spots for single

representatives is available). The application is online and available at: www.nwccu.org/fellowship. Fellows will be announced on or around December 21, 2018.

Additional information on the Fellowship, including the current dates of on-site and online events, draft curriculum, full list of faculty, and outline of learning is available on the Fellowship's home page at: www.nwccu.org/fellowship.

I hope that you would please take a moment to review the Fellowship materials and consider nominating and supporting a fellow from your institution.

Thank you! Please contact Senior Fellow Mac Powell (mpowell@nwccu.org) with any questions related to the NWCCU Mission Fulfillment Fellowship.

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You are receiving this email because you are a designated Accreditation Liaison Officer of a member institution of the Northwest Commission on Colleges and Universities.

Our mailing address is:

Northwest Commission on Colleges and Universities
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NWCCU Mission Fulfillment Fellowship

The Northwest Commission on Colleges and Universities (NWCCU) fosters through its accreditation standards, policies, and eligibility standards a process of continuous quality improvement centered around the fulfillment of each member institution's unique mission. NWCCU's unique accreditation model allowing institutions to define their mission; core themes; and meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating mission fulfillment respects the diversity of institutions within the region and their methods of educational delivery, culture, and measures of student achievement.^[1]

NWCCU's **Mission Fulfillment Fellowship** prepares higher education leaders to advance institutional mission fulfillment and quality initiatives through assessment, reflection, and planning. The Fellowship is designed to introduce aspiring leaders to regional and national leaders in assessment, accreditation, data analysis, quality assurance, educational innovation, and educational effectiveness – and Fellows are expected to work in pairs of institutional partners to produce a final project advancing their institution's practices quality improvement activities.

The Fellowship's curriculum includes two three-day residential experiences, on-line and hands-on experiential activities, and a final project designed to advance the Mission Fulfillment of the Fellows' own institutions. Fellowship materials and presenters are selected to offer Fellows a wide range of subject matter, including: the role of assessment in institutional planning and decision-making, the use of data and analytics to demonstrate and guide institutional mission fulfillment, creating a culture of institutional evidence and excellence, engaging with faculty to support institutional advancement, the use of technology to support institutional efforts, creating systems of ongoing quality improvement, and how national and regional policy shapes institutional practice.

Fellowship Requirements

The Fellowship is open to faculty, staff, and administrators who are committed to:

The process and the value of quality assurance, continuous improvement, and mission fulfillment.
 Developing expertise in the practices and philosophies of assessment.
 Advancing one's institutional practices and expertise around assessment, retention, student success, and institutional measures of quality.

Fellowship Outcomes

Graduates of the NWCCU Mission Fulfillment Fellowship will be able to:

Apply effective assessment practices across a variety of institutional settings.
 Analyze, interpret, and integrate data into institutional planning and accreditation processes.
 Analyze institutional activities and collaborate with stakeholders to advance student learning, student achievement, and mission fulfillment.
 Build a culture of engagement and quality at the institutional level through the process of understanding, analyzing, communicating, and facilitating with key stakeholders.

NWCCU Mission Fulfillment Fellowship Curriculum

- **Unit One – The Value of Quality Improvement Practices**
 - History of Quality Improvement, Assessment, and Accreditation
 - Current Trends in Higher Education
 - The Value of Quality
 - Mission Fulfillment and Putting Students at the Center
- **Unit Two – Assessing Student Learning**
 - Articulating Goals and Learning Outcomes
 - Curriculum Mapping & Alignment
 - Direct and Indirect Assessment Techniques and Instruments

Types and Quality of Evidence

Understanding and Using Recent Research on Student Learning and Success

Analyzing Assessment Results

Summarizing Assessment Results

Supporting Assessment Work with Appropriate Resources

Varying Levels of Assessment (General Education, CTE, et cetera)

Assessing Student Learning in Graduate and Co-Curricular Programs

■ **Unit Three – Assessing Institutional Effectiveness**

Setting Appropriately Rigorous and Meaningful Standards and Targets

Indicators of Achievement for Institutional Mission

Indicators of Student Learning Achievement: Rubrics, Tests, Published Instruments (other than NSSE), and Qualitative Measures

Setting Appropriately Rigorous and Meaningful Standards and Targets

Organizing Assessment Work for Systematic Evaluation

Supporting Institutional Effectiveness and Assessment with Appropriate Resources

Connecting Learning Goals and Assessments Across Levels (Course, Program, Degree, and Institution)

Aligning Institutional and Unit Goals and Assessments

Effective (Good Quality, Valid, Reliable) Assessment Practices, Including Sampling

Rubrics and Performance Assessment

Presenting Data and Sharing Results with Constituencies

■ **Unit Four – Mission Fulfillment and Quality Improvement**

Theories of Leadership and Change

Building Institutional Buy-In

Stewardship: Keeping Assessment Work Cost Effective, With Appropriate Benefit

Understanding Organizational Challenges & Cultures

Facilitating Change in Higher Education

Best Practices in Retention, Graduation, and Mission Fulfillment

Exploring Institutional Practices in Private, Public, and For-Profit Institutions

Understanding Institutional Diversity and Appreciating Difference

Utilizing Technology To Drive Improvement

Applying Mission Fulfillment Principles During a Period of Change

Building a Culture of Excellence

The Final Project

NWCCU Mission Fulfillment Fellows will present a final project applying mission fulfillment best practices to an institutional challenge/opportunity at their institution. The two (2) Fellows from each institution will collaborate and present a single project. By analyzing, interpreting, and integrating data into institutional planning, the Fellows are expected to facilitate a collaborative solution with internal stakeholders to advance student learning, student achievement, and mission fulfillment within the Fellows' own institution.

Institutional Visits

NWCCU Fellows are required to participate in an observation role with two (2) other institutions. The institutions can be tribal, two-year, four-year, private, public, or faith-based (and either within or outside of the region). The visits are an opportunity to assess the practices and capacity of institutions, and to bring back and apply best practices to the Fellow's own institution. Fellows will be required to write-up two (2) three-page summaries of their visits.

Tuition and Associated Costs

Tuition cost for the NWCCU Fellowship is \$4900 per Fellow (which covers all seminars, webinars, and meals during Fellowship events). Participating institutions that wish to send more than the required two (2) Fellows, or who wish to send only one, should contact the Fellowship Director (Mac Powell, mpowell@nwccu.org). In addition, Fellows will meet in person for two four-day residential programs and will be responsible for their overnight food and lodging costs (approximately \$500).

The University of Puget Sound will host the inaugural residential gathering in June 2019 and the final three-day residential experience will take place in March 2020 at either The University of Puget Sound or the University of Nevada, Las Vegas (TBD). More information about the University of Puget Sound's conference settings and accommodations are available at <https://www.pugetsound.edu/about/offices-services/conference-services/>. A special conference rate for overnight lodging is available.

[1] <http://www.nwccu.org/accreditation/standards-policies/standards/>

Please describe your interest for participating in the 2019-2020 NWCCU Mission Fulfillment Fellowship and what the Fellows and Institution hope to achieve through participation in the Fellowship's activities?

The University of Alaska Anchorage (UAA) just completed its reaffirmation of accreditation Year Seven Self-Evaluation report and site visit and is ready to initiate its next reaffirmation cycle, following the Commission's final decision in January 2019. The evaluation team's final report compliments UAA for its rigorous assessment and improvement culture and for clearly defining and demonstrating mission fulfillment. UAA is now ready to move to a new stage of assessment and improvement, with the goal of demonstrating more directly the institution's mission of meeting the needs of the state and UAA's communities.

The NWCCU Fellowship will afford UAA the opportunity to mentor and develop faculty leaders, who have demonstrated a keen interest in assessment and accreditation, and have played significant roles in institutional-level initiatives. They comprise a team from both the Anchorage campus and one of our community campuses. Dr. Jennifer Brock is an associate professor of Mechanical Engineering. Dr. Brock has extensive assessment experience, having served on the Faculty Senate Academic Assessment Committee for six years, chaired the college-level academic assessment committee, and overseen the Mechanical Engineering ABET self-study. Dr. Brock recently served as tri-chair of UAA's reaffirmation of accreditation process, is a lead faculty member in the new general education assessment process, and is an experienced ABET evaluator. Her colleague, Dr. Rachel Graham is an associate professor of Mathematics. She is a trained statistician and teaches quantitative skills general education courses at UAA's Matanuska-Susitna Valley College community campus. Dr. Graham co-chairs the Faculty Senate Academic Assessment Committee and is a lead faculty member in the new general education assessment process. Both Dr. Brock and Dr. Graham have attended NWCCU meetings, and both are committed to furthering assessment and improvement as it relates to mission fulfillment at UAA.

The faculty members we are nominating will work closely with the Vice Provost for Academic Affairs, who oversees assessment, as well as the Director of General Education, the Vice Provost for Student Success, and a small, cross-institution team to implement their project and to integrate it into the next reaffirmation of accreditation process.

The project our fellows propose is the creation, dissemination, and analysis of a Community Survey to be distributed to our regional and statewide constituents. The survey will focus on crosscutting skills that all UAA graduates should have, and it will be modelled on similar employer surveys conducted by national organizations, such as AAC&U. The survey findings will contribute to several major initiatives: the upcoming review of UAA's general education student learning outcomes; the review of core themes, objectives and indicators for the NWCCU *Mission and Core Themes Report*; new program development; and a focus on high impact practices as well as intentional assignment design. While a standard set of outcomes has emerged nationally, a better understanding of our own communities' learning needs and expectations will inform faculty as they prioritize program development and curricular and pedagogical innovations. Such a constituent survey focused on student learning outcomes has never been done by UAA at the institutional level. This project will establish the foundation for more deeply connecting student learning directly to UAA's mission to serve "the higher education needs of the state, its communities and its diverse peoples." It will also provide another channel to deepen our community relationships, which is especially appropriate given our status as a Carnegie Foundation Community Engagement classification.

This project is compatible with all the outcomes expected of NWCCU Fellows. It sets the stage for applying effective assessment practices across a variety of institutional settings, including both academic and student affairs. It will provide experience analyzing, interpreting and integrating data into institutional planning and accreditation processes. The project will provide opportunities for the Fellows to analyze institutional activities and collaborate with stakeholders to advance student learning, student achievement, and mission fulfillment, with the Academic Assessment Committee, General Education, Student Success, Student Affairs and the Center for Advancing Faculty Excellence being some of the key partners. Finally, the project will build on UAA's culture of engagement and quality and help move the institution forward in its approach to assessment, improvement and mission fulfillment.

UAA is truly grateful for this opportunity. Our nominated fellows are well-suited to this task, both are emerging leaders who have already demonstrated leadership at UAA, and both have demonstrated a strong commitment to using assessment and accreditation as tools to support and nurture the culture of student learning at UAA.

"Serving on the accreditation self-study committee as dean of the College of Arts and Sciences and then as provost demonstrated to me the power of directly connecting student achievement and success to mission fulfillment. The project UAA proposes will advance our efforts in this area, build on current skills to expand the expertise within our faculty leadership, and engage the institution as a whole. It will play a key role in laying the foundation for our next accreditation cycle and for meeting the needs of our state and communities. -- John Stalvey, Interim Provost."

Faculty Senate Academic Assessment Committee Noteworthy Assessment Plans

Updated 1/15/19

Plans Reviewed in AY19

- Mathematics BA/BS – Reviewed 10/19/18
- Nursing Science MS, Family Nurse Practitioner GC, Nursing Education GC, and Psychiatric-Mental Health Nurse Practitioner GC – Reviewed 12/7/18

Previously Identified Noteworthy Assessment Plans (unofficial to confirm)

- Anthropology BA/BS – Reviewed 4/6/18
- Art BA/BFA – Reviewed 4/20/18
- Computer Science BA/BS – Reviewed 4/20/18
- Diagnostic Medical Sonography AAS – Reviewed 12/1/17

**BYLAWS OF THE CONSTITUTION OF THE
FACULTY SENATE UNIVERSITY OF ALASKA ANCHORAGE**

FACULTY SENATE ACADEMIC ASSESSMENT COMMITTEE EXCERPT

Section 3. (Article 5. Boards and Committees)

U. Academic Assessment Committee

Composition of the Assessment Committee

- a. Representation on the Assessment Committee shall be elected by faculty within their respective units as follows:
 - a. College of Arts & Sciences (1)
 - b. College of Business & Public Policy (1)
 - c. College of Education (1)
 - d. College of Health (1)
 - e. Community & Technical College (1)
 - f. School of Engineering (1)
 - g. Library (1)
 - h. Kodiak College (1)
 - i. Kenai Peninsula College (1)
 - j. Matanuska-Susitna College (1)
 - k. Prince William Sound College (1)
- b. In addition, there shall be four (4) representatives from Faculty Senate
- c. Faculty members of the Assessment Committee shall serve two-year staggered terms.
- d. Newly elected and continuing members of the Assessment Committee shall elect the chairperson no later than May 15 with service to begin June 1. The Chair or a Co-chair must be a member of the Faculty Senate.
- e. One representative from the Office of Academic Affairs, appointed by the Provost and one representative from the office of the Registrar shall be ex officio and non-voting members of the Assessment Committee. OAA shall be responsible for coordinating and supporting the activities of the Assessment Committee.

V. Functions and Responsibilities of the Academic Assessment Committee:

- a. Develop and maintain the UAA Assessment Handbook.
- b. Apply the current UAA Assessment Handbook as primary criteria for evaluating all program assessment, both of existing assessment efforts and of proposed or modified programs;
- c. Recommend program assessment-related actions to the Senate;
- d. Develop institutional learning outcomes assessments and direct the collection and analysis of that data;
- e. Review and recommend all requests to modify institutional learning outcomes;
- f. Review all requests to modify assessment policies;

- g. Refer all curricular and academic issues to the Boards;
- h. Undertake such additional tasks or responsibilities relating to program and institutional assessment as assigned by the Senate.

Section 6. (Article 10. Amendments)

- A. Amendments to the Bylaws may be proposed by any tenure-track member of the faculty eligible to serve as a Senator.
- B. Copies of proposed amendments shall be sent to all members of the Faculty.
- C. The President shall schedule a first reading and discussion of the proposed amendment at the first meeting of the Faculty Senate following distribution of copies of the proposed amendment. The second reading of a proposed amendment may be held not sooner than the second regular meeting following the distribution of copies.
- D. Following the second reading, the amendment shall be voted on by all faculty members eligible to serve as Senators, as described in Article 3, section 1, of this Constitution. Amendments shall be approved by a simple majority vote. The vote shall be considered invalid if fewer than twenty-five (25%) of the eligible voters respond. A Motion to Reconsider may be made only at the following meeting.