UAA Faculty Senate Academic Assessment Committee
Agenda: April 5, 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 (p. 4-6)

3. Chairs update

4. Vice Provost update
   - Goals for Conversation with the Deans at April 19th AAC meeting
   - Assessment Seminar Friday, September 13th – Keynote speaker Dr. Natasha Jankowski, Director of National Institute for Learning Outcomes Assessment (invited to call in to May 3rd AAC meeting)

5. Proposed Revision of Undergraduate Certificate Requirements and Academic Assessment Handbook (p. 7-24)
   - Note: Proposed revisions to the Academic Assessment Handbook are shown in markup on page 18 of the agenda. The complete recommendations from the Undergraduate Certificate General Education Working Group are provided in the agenda.

6. Review assessment plans – Link to AAC Google Drive for Plans (Remember to identify noteworthy plans)

<table>
<thead>
<tr>
<th>AAC Leads</th>
<th>Program (with Catalog link for context)</th>
<th>Program Representative</th>
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<tbody>
<tr>
<td>Scott &amp; Annette</td>
<td>English BA</td>
<td>Jackie Cason, Assoc. Professor, English</td>
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<tr>
<td>Al &amp; Thia</td>
<td>Social Work MSW</td>
<td>Mary Dallas Allen, Assoc. Professor, Social Work</td>
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<tr>
<td>Deb &amp; Bill</td>
<td>Anthropology MA</td>
<td>Kristen Ogilvie, Asst. Professor, Anthropology</td>
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<tr>
<td>Scott &amp; Annette</td>
<td>General Business AAS</td>
<td>Kathrynn Hollis-Buchanan, Assoc. Professor, Business</td>
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7. Informational plan review – Link to AAC Google Drive for Plans (Remember to identify noteworthy plans)

   AAC leads, please provide very brief comments (under 2 minutes) on any issues to bring to the committee’s attention.

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<tr>
<th>AAC Leads</th>
<th>Program (with Catalog link for context)</th>
<th>Last Review</th>
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<tr>
<td>Al &amp; Thia</td>
<td>Accounting AAS</td>
<td>4/20/18</td>
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<td>Deb &amp; Bill</td>
<td>Air Traffic Control AAS</td>
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<tr>
<td>Scott &amp; Annette</td>
<td>Automotive Technology UC, AAS</td>
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<td>Al &amp; Thia</td>
<td>Aviation Administration AAS</td>
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<td>Deb &amp; Bill</td>
<td>Computer and Networking Technology AAS, Cisco-Certified Network Associate OEC</td>
<td>5/4/18</td>
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<td>Scott &amp; Annette</td>
<td>Culinary Arts AAS</td>
<td>9/1/17</td>
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<td>Al &amp; Thia</td>
<td>Occupational Safety and Health AAS/BS</td>
<td>4/1/16</td>
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<td>Deb &amp; Bill</td>
<td>Medical Laboratory Technology, AAS, and Medical Laboratory Science BS</td>
<td>10/20/17</td>
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8. Next meeting – April 19, 2019 in ADM 204 – Meeting with Academic Deans

9. 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
   - Geological 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
   - Dental Assisting UC – Confirming current plan with curriculum changes
   - Project Management MS – Confirming current plan with curriculum changes
   - Geomatics BS – Confirming current plan with curriculum changes
   - Art BA/BFA – Confirming college review of plan revision
   - Alaska Native Studies AA – Developing plan with new program proposal
   - Architectural and Engineering Technology AAS – Revising plan for college review
   - Legal Studies UC/AAS/BA/PBCT – Confirming current plan with curriculum changes
   - Business Computer Information Systems AAS – Confirming current plan with curriculum changes
   - Fire and Emergency Services Technology AAS – Confirming current plan with curriculum changes
   - Physical Therapist Assistant AAS – Confirming current plan with curriculum changes
   - Diesel Power Technology UC/AAS – Confirming current plan with curriculum changes
   - Corrections OEC/UC – Revising plan for college review
   - Natural Sciences, BS; Program Representative – Revised plan awaiting college review
   - Human Services, AAS/BHS, and Conflict Resolution, OEC – Making additional plan revisions

10. Information items
    - General Education assessment charrettes and forums (p. 25)
    - 2019 Annual Academic Assessment Retreat – Thursday, May 9, 2019
    - 2019 Annual Academic Assessment Seminar –Friday, September 13, 2019
<table>
<thead>
<tr>
<th>Committee Member</th>
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<tr>
<td>Albert Grant, CTC</td>
<td>Vacant, Faculty Senate</td>
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### Scheduled Meeting Dates Academic Year 2019

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<tr>
<td>9/7</td>
<td>Assessment Seminar 9:00-12:30</td>
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<td>LIB 302A</td>
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<td>Holiday (no meeting)</td>
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UAA Faculty Senate Academic Assessment Committee

Summary: March 1, 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 (p. 3-5)
3. Chairs update
4. Vice Provost update
   ● NWCCU Draft Standards and Eligibility Requirements (p. 6-13)
   ● Core Competencies
   ● Conversation with the Deans – Confirmed for April 19th AAC meeting
   ● Assessment Survey opens April 1st
   ● Assessment Retreat Thursday, May 9th

5. Review assessment plans – Link to AAC Google Drive for Plans (Remember to identify noteworthy plans)
   ● Electrical Engineering, BS; Program Representative: Joe Mixsell, Professor, Electrical Engineering (Program Catalog copy for context)

   The committee had a few cosmetic and grammatical suggestions. Professor Mixsell will resubmit to Academic Affairs.

   The AAC recommended approval for this plan when these changes have been made. They noted the plan was noteworthy for programs with external accreditation.

   ● Logistics and Supply Chain Operations, AAS; Program Representative: Tom Flanagan, Assistant Professor, Logistics (Program Catalog copy for context)

   The AAC recommended approval for this plan. Since Professor Flanagan is leaving, the committee recommended the program have a plan for assessment to continue after he departs.

6. Informational plan review – Link to AAC Google Drive for Plans (Remember to identify noteworthy plans)
   ● Accounting, BBA (Last AAC review: 2/15/19; Program Catalog copy for context)
   ● Anthropology, BA/BS (Last AAC review: 4/6/18; Program Catalog copy for context: BA, BS)
   ● Children’s Mental Health, GC (Last AAC review: 11/17/17; Program Catalog copy for context)
   ● Aviation Technology, BS (Last AAC review: 4/20/18; Program Catalog copy for context)

   The AAC recommended approval for these plans.
7. Next meeting – April 5, 2019 in ADM 204 *(No March 15th meeting due to holiday)*
   - Since the co-chairs will both be out of town for the April 5th meeting, Bill Myers and Al Grant agreed to run the meeting.
   - Social Work MSW – program faculty requested April agenda

8. 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
   - 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
   - Anthropology MA – Revised plan awaiting college review
   - General Business AAS – Revising plan with curriculum changes
   - Dental Assisting UC – Confirming current plan with curriculum changes
   - Project Management MS – Confirming current plan with curriculum changes
   - Medical Laboratory Technology AAS/Medical Laboratory Science BS – Confirming current plan with curriculum changes
   - Geomatics BS – Confirming current plan with curriculum changes
   - Art BA/BFA – Confirming current plan with curriculum changes

9. Information items
   - General Education assessment charrettes and forums (p. 14)
   - 2019 Annual Academic Assessment Retreat – Thursday, May 9, 2019
   - 2019 Annual Academic Assessment Seminar – proposed date Friday, September 6, 2019 or Friday, September 13, 2019

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<thead>
<tr>
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<tr>
<td>Rachel Graham, Faculty Senate, <em>Co-Chair</em></td>
<td><em>Vacant</em>, CBPP</td>
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<td>Kathi Trawver, COH, <em>Co-Chair</em></td>
<td><em>Vacant</em>, CoEng</td>
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<tr>
<td>Scott Downing, KPC</td>
<td><em>Vacant</em>, PWSC</td>
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<td>Thia Falcone, Kodiak</td>
<td><em>Vacant</em>, SOE</td>
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To: UAA Faculty, GERC, UAB, AAC, and Faculty Senate  
From: Sandra Pence, Undergraduate Certificate General Education Working Group, Chair  
Date: 21 February 2019  
Re: Proposed Revision of Undergraduate Certificate Requirements and Academic Assessment Handbook

The Undergraduate Certificate General Education Working Group was established in Fall 2018 to review current policies related to Undergraduate Certificates and develop General Education outcomes and requirements for Undergraduate Certificates that ensure compliance with NWCCU Standards. The proposed catalog copy revisions are attached. The changes are summarized as follows:

1. Change residence credit requirements to 9 credits for programs with 30-45 credits and 15 credits for programs with 46-60 credits.
2. Establish general education outcomes that align with the AAS and AA general education learning outcomes.

Programs may embed general education outcomes within the major courses, but must use both formative and summative assessment procedures to evaluate student achievement of those embedded outcomes. Assessment plans must include curriculum mapping to detail where embedded outcomes are addressed and assessed within the program. We recognize that programs may not be familiar with curriculum mapping and requested administrative support to assist programs with this.

The Undergraduate Certificate General Education Working Group recommends the following addition to the Academic Assessment Handbook:

**General Education for Undergraduate Certificates:** Because General Education outcomes for Undergraduate Certificates may be embedded and assessed within relevant program curriculum, undergraduate certificate programs must address General Education within their assessment plans. Individual programs shall use both formative and summative assessments to measure student achievement of each embedded outcome (see General Education Undergraduate Certificates section of the Catalog for the Student Learning Outcomes) and assessment plans shall use a curriculum map to indicate where outcomes are addressed and assessed in the curriculum.

Please contact Sandra Pence at spence2@alaska.edu or 786-6925 with any questions or concerns.

Attachment Packet Includes:

- Undergraduate Certificate Catalog Copy, tracked changes
- Undergraduate Certificate Catalog Copy, clean
- Academic Assessment Handbook, tracked changes
Undergraduate Certificates

General University Requirements

1. Students must be admitted to the program and must complete the certificate program requirements listed for their program. Each program is listed under its offering college.

2. When completing the last half of a certificate program, students must earn at least 50 percent of the credits in residence. For example, in a 30-credit certificate program students must earn at least 8 credits of the last 15 must be credits in residence. Additional residency credit requirements, to meet discipline or accreditation standards, may be established by individual certificate programs to meet discipline or accreditation standards.

3. Students must earn a cumulative GPA of at least 2.00 (C) at UAA. Some certificate programs require higher GPAs.

4. Students must earn a minimum of 30 credits at the 100 level or above for an undergraduate certificate.

5. Controlling Catalog:
   a. Students may elect to graduate under the requirements of any catalog in effect during the five years after formal acceptance to the program.
   b. If the requirements for a certificate, as specified in the entry-year catalog, are not met within five years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of formal acceptance.

6. Students may earn more than one certificate by completing all requirements for each additional program.

7. Undergraduate certificates that share a common core must differ by at least 6 credits.

General Education Requirements for Undergraduate Certificates

Student Learning Outcomes

The design of the Undergraduate Certificate is designed to ensure that students gain some proficiency in essential skills of communication, computation, and human relations. Graduates of Undergraduate Certificates shall be able to meet the following student learning outcomes applicable to the aforementioned areas of general education:
 Communicate effectively (communication)
 Analyze empirically (computation)
 Relate cooperatively (human relations)

**Requirements**

- General education outcomes may be embedded and assessed within relevant program curriculum.
- General education Tier I courses may be used to satisfy the student learning outcome requirements.
  a. General education Tier I WRTG and COMM courses may be used for student achievement of the student learning outcome "Communicate Effectively."
  a. Tier I COMM courses may be used for student achievement of the student learning outcome "Relate cooperatively."
  b. Tier I MATH courses or MATH A105 may be used for student achievement of the student learning outcome "Analyze empirically."
  c. Tier I COMM courses may be used for student achievement of the student learning outcome "Relate cooperatively."

- See more at: https://catalog.uaa.alaska.edu/undergraduateprograms/certificaterequirements/#sthash. fCRUz0hk.dpuf

**OVERVIEW:**

Occupational Endorsements and Undergraduate Certificates

The university offers two types of certificates at the undergraduate level:
Occupational endorsement certificates (OECs) are certificates requiring 29 or fewer credits to complete. These certificates provide the specialized knowledge and skills needed in specific employment sectors. NEED TO ADD LINK TO GENERAL UNIVERSITY REQUIREMENTS FOR OCCUPATIONAL ENDORSEMENTS HERE
- Undergraduate certificates of 30-60 credits or more offer focused instruction in a concentrated area. They include an equivalent of at least 6 credits of related instruction general education at the collegiate level in communications, computation and human relations. These certificates provide knowledge and skill development in broad enough areas to prepare students for entry into a variety of career fields. They are particularly appropriate in scientific or technical areas such as health care, computer systems, transportation or industrial technology.

Both of these certificate types are noted on transcripts. Coursework used to complete each type may also apply to associate and baccalaureate degrees that the student may pursue.

- See more at: https://catalog.uaa.alaska.edu/undergraduateprograms/#sthash.4cOsAhTD.dpuf
NEED TO ADD LINK TO GENERAL UNIVERSITY REQUIREMENTS FOR UNDERGRADUATE CERTIFICATES HERE
Undergraduate Certificates

General University Requirements

1. Students must be admitted to the program and must complete the certificate program requirements listed for their program. Each program is listed under its offering college.
2. For certificates with 30-45 credits, students must earn at least 9 credits in residence. For certificates with 46-60 credits, students must earn at least 15 credits in residence. Additional residency credit requirements may be established by individual certificate programs to meet discipline or accreditation standards.
3. Students must earn a cumulative GPA of at least 2.00 (C) at UAA. Some certificate programs require higher GPAs.
4. Students must earn a minimum of 30 credits at the 100 level or above for an undergraduate certificate.
5. Controlling Catalog:
   a. Students may elect to graduate under the requirements of any catalog in effect during the five years after formal acceptance to the program.
   b. If the requirements for a certificate, as specified in the entry-year catalog, are not met within five years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of formal acceptance.
6. Students may earn more than one certificate by completing all requirements for each additional program.
7. Undergraduate certificates that share a common core must differ by at least 6 credits.

General Education for Undergraduate Certificates

Student Learning Outcomes

The Undergraduate Certificate is designed to ensure students gain some proficiency in essential skills of communication, computation, and human relations. Graduates of Undergraduate Certificates shall be able to meet the following student learning outcomes applicable to the aforementioned areas of general education:

- Communicate effectively (communication)
- Analyze empirically (computation)
- Relate cooperatively (human relations)
Requirements

- General education outcomes may be embedded and assessed within relevant program curriculum.
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OVERVIEW:
Occupational Endorsements and Undergraduate Certificates

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Academic Assessment Handbook

This document is created and maintained by the
Academic Assessment Committee of the Faculty Senate
in collaboration with UAA’s administration.

Updated May 1, 2017

Updated ???, 2019

Peer Leadership in Program Improvement

For the electronic version of this handbook and your program’s most recent Academic Assessment Plan, go to the Academic Assessment Repository https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx.
Table of Contents

I. INTRODUCTION .......................................................................................................................... 1
   A. AAC CHARGE .......................................................................................................................... 2
   B. OAA PARTNERSHIP .............................................................................................................. 3

II. ACADEMIC ASSESSMENT CYCLE ..................................................................................... 3
   A. ANNUAL ACADEMIC ASSESSMENT REPORT (DEPARTMENTAL/PROGRAM/COLLEGE LEVEL) ........................................................................................................ 3
   B. ANNUAL ACADEMIC ASSESSMENT SURVEY (INSTITUTIONAL-LEVEL REPORTING) .................................................................................................................. 3

III. THE ACADEMIC ASSESSMENT PLAN ............................................................................... 3

IV. ACADEMIC ASSESSMENT REPOSITORY AND RESOURCES ............................................. 5

APPENDIX: UAA ACADEMIC ASSESSMENT PLAN GUIDANCE ................................................ 6
I. INTRODUCTION

The Academic Assessment Committee (AAC) of the Faculty Senate was created to provide peer leadership, support, and review of the academic assessment processes at the University of Alaska Anchorage (UAA), with the goal of improving student learning. The AAC recognizes it is the faculty, who are best suited to plan, implement, and act upon the academic assessment of student learning outcomes. For this reason, the Committee serves a review and consultative role, supporting the faculty in their efforts to review and improve their programs. Academic assessment is a mandate of the University of Alaska Board of Regents (BOR) and the Northwest Commission on Colleges & Universities (NWCCU).

Peer Leadership

As a Faculty Senate committee, the AAC is an elected, representative faculty group. The AAC constitutes the faculty arm of the shared governance of academic assessment for UAA.

The Academic Assessment Handbook is maintained by the AAC to describe UAA’s process for reviewing all academic program assessments. This Handbook governs the conduct of the AAC as well as communicating the rationale thereof. These guidelines should be read in conjunction with college and departmental requirements as appropriate. The procedures and the accompanying templates have been designed to ensure the following:

- Faculty and staff are properly informed about the academic assessment processes to be followed when submitting new programs, making major revisions to existing programs, and/or making major changes to their assessment process.

- Faculty and staff are properly informed about the goals of and criteria for appropriate academic assessment.

Peer Support

The AAC supports faculty through careful review of periodic submissions, timely and thoughtful feedback on those submissions, and the communication of shared expectations in academic assessment. The AAC serves as a cross-campus forum for the exchange of ideas, information and advice on methods and practices of academic assessment. It promotes systematic academic assessment university-wide with the understanding that a program’s faculty are the ones best suited to plan, implement, and evaluate assessment of student learning outcomes.

In its review and feedback, the intent of the AAC is to look at the overall process of assessment discussed by each program reviewed, rather than to solely focus on the language of specific outcomes or the details of a certain tool. Are the faculty actively engaged in reviewing the intent and effectiveness of their programs? Are the faculty seeking ways to achieve programs
of excellence? Academic assessment at UAA is best served by fostering a culture that encourages broad goals and methodologies growing organically out of the teaching and assessment practices of each discipline.

Additionally, the AAC serves as a clearinghouse of academic assessment at UAA. Because of its broad perspective of academic assessment within the MAU, it is well suited to describe the “big picture” of academic assessment at UAA to external and internal constituents. The AAC is UAA’s faculty voice in responding to NWCCU, state legislature, BOR, statewide administration, and OAA questions on academic assessment.

A. AAC Charge

The AAC constitutes the faculty arm of the shared governance of academic assessment for UAA. The AAC does not act as an acceptance/rejection body when reviewing Academic Assessment Plans and Program Student Learning Outcomes, but rather serves as an advisory body, offering suggestions for improvement and commendations for achievement to those programs that approach the committee for assistance or have been directed to the committee by their Dean.

The committee is charged by the Faculty Senate to:

- Develop, maintain, and implement the current UAA Academic Assessment Handbook with the primary focus of program improvement;
- Provide professional development opportunities around best practices in assessment;
- Recommend academic assessment-related actions to the appropriate bodies;
- Provide guidance for the collection and analysis of academic assessment documents;
- Field and respond to requests for information on UAA academic assessment results and achievement of Program Student Learning Outcomes;
- Review requests to modify assessment policies and procedures;
- Refer curricular and academic issues to the appropriate Faculty Senate Boards; and
- Undertake such additional tasks or responsibilities relating to academic assessment as assigned by the Faculty Senate.
B. **OAA Partnership**

The Office of Academic Affairs (OAA) partners with the AAC, providing information and resources, including professional development opportunities for faculty and administrative support for the AAC.

**II. ACADEMIC ASSESSMENT CYCLE**

Programs are required to conduct continuous assessment based on a formal Academic Assessment Plan (see section III for more information about the Academic Assessment Plan). The goal of this assessment process is to provide evidence-based information that contributes to program improvement processes. Annual data collected from the assessment instruments should be discussed and analyzed among department faculty and, as appropriate, recommendations made to improve the program and/or the Academic Assessment Plan. Programs with suspended admissions are not expected to conduct assessment, but they are expected to complete the institutional-level survey for tracking purposes.

A. **Annual Academic Assessment Report (Departmental/Program/College Level)**

Programs report the details of their assessment and program improvement activities to the colleges, which review and use the information of these reports in their further work with the programs. Reports are due by the established fall-semester deadline, and are uploaded and archived in the Academic Assessment Repository, located on the Institutional Research SharePoint site https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx.

B. **Annual Academic Assessment Survey (Institutional-Level Reporting)**

The Annual Academic Assessment Survey aggregates high-level assessment information for institutional, accreditation and BOR reporting purposes. All programs, including those with suspended admissions, must complete the survey.

The survey is open annually April 1-June 15 and can be accessed on the Academic Assessment Repository at https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx.

**III. THE ACADEMIC ASSESSMENT PLAN**

All programs are required to have an Academic Assessment Plan on file. An Academic Assessment Plan identifies a program’s student learning outcomes and assessment strategies. It includes the program’s mission statement, Program Student Learning Outcomes (PSLOs), measures and overall assessment process. The required categories for Academic Assessment Plans are detailed in the Appendix to this handbook. In addition, an assessment plan template is posted on the Academic Assessment Repository IR SharePoint site https://ir-
Programs are not required to use the template, but they must address the required categories in the Appendix guidance.

**General Education for Undergraduate Certificates:** Because General Education outcomes for Undergraduate Certificates may be embedded and assessed within relevant program curriculum, undergraduate certificate programs must address General Education within their assessment plans. Individual programs shall use both formative and summative assessments to measure student achievement of each embedded outcome (see General Education Undergraduate Certificates section of the Catalog for the Student Learning Outcomes) and assessment plans shall use a curriculum map to indicate where outcomes are addressed and assessed in the curriculum.

New Academic Assessment Plans and revisions to Academic Assessment Plans must be submitted by the faculty initiator to the AAC for consideration through the CIM program proposal process: [https://nextcatalog.uaa.alaska.edu/programadmin/](https://nextcatalog.uaa.alaska.edu/programadmin/).

Major revisions to Academic Assessment Plans include: additions, deletions, or changes that have a substantive effect on the intent, execution, or content of the Academic Assessment Plan. Most changes to Program Student Learning Outcomes (PSLOs) are considered major.

Minor revisions to Academic Assessment Plans include non-substantive changes that do not significantly affect the intent or content of the Academic Assessment Plan.

Once they receive the submitted plan through the CIM workflow, the AAC Chair(s) determines if the change is major or minor. If the AAC Chair(s) determines that the plan needs to go to the committee for review, the faculty initiator will be contacted and the review will be scheduled.

For the review to occur, faculty initiators or a qualified faculty representative for the program proposal must be present at, or phone or link in to, the AAC meeting. Proposals without such representation will be scheduled for a later meeting.

After the review, the AAC will send an informational item to the Faculty Senate and post the Academic Assessment Plan to the Academic Assessment Repository website: [https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx](https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx).

The AAC stands available to act as a mentor in the preparation, implementation, and modification of the Academic Assessment Plans from any program. Programs seeking guidance...
on their Academic Assessment Plans can contact the AAC at uaa.aac@alaska.edu or contact the Chair(s) of the AAC.

Questions about submitting Academic Assessment Plans through the CIM program proposal process may be emailed to OAA at uaa.aac@alaska.edu.

IV. **ACADEMIC ASSESSMENT REPOSITORY AND RESOURCES**

- The Academic Assessment Repository incorporates current templates and information about Annual Academic Assessment Reports, Annual Academic Assessment Survey, and Academic Assessment Plans at: [https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx](https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx).
- The AAC can be contacted at uaa.aac@alaska.edu or by contacting the Chair(s) of the AAC, whose contact information can be found on the AAC website.
The Academic Assessment Committee (AAC) does not require programs to follow a specific template for the format of their Academic Assessment Plan. Certain categories, however, must be included in every
Academic Assessment Plan. The table below gives more detailed guidance on the required categories of an Academic Assessment Plan.

The AAC is willing to assist you in the development and/or revision of your Academic Assessment Plan. Please feel free to contact the AAC at uaa.aac@alaska.edu if you have any questions or need any assistance.
<table>
<thead>
<tr>
<th>Required Category</th>
<th>Characteristic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission Statement:</strong> Broad statement of purpose defining your program's philosophy and often describing values and aspirations, and which supports the University's mission.</td>
<td>Clarity</td>
<td>The mission statement is comprehensible to a wide audience.</td>
</tr>
<tr>
<td></td>
<td>Contributes to college &amp; UAA mission</td>
<td>The mission statement should clearly align with the mission of the college and university. Constituents should be able to see how the program supports the missions of the college and university.</td>
</tr>
<tr>
<td></td>
<td>Describes program in content-centered terms</td>
<td>The mission statement should identify the content that the program teaches in general terms.</td>
</tr>
<tr>
<td></td>
<td>Describes program in student-centered terms</td>
<td>The mission statement should describe in broad terms what the student should be able to do or know on completion of the program.</td>
</tr>
<tr>
<td><strong>Program Student Learning Outcomes:</strong> Program Student Learning Outcomes define what specific knowledge, abilities, values, and/or attitudes students in our respective programs should be able to demonstrate.</td>
<td>Performance-based</td>
<td>The outcomes must be written in terms of what students can demonstrate.</td>
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<tr>
<td></td>
<td>Completeness</td>
<td>The outcomes should be sufficient to describe specific knowledge, abilities, values and/or attitudes of students in the program.</td>
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<td></td>
<td>Relevant</td>
<td>The set of outcomes should cover the intent of the program as articulated in the mission statement.</td>
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<tr>
<td></td>
<td>Achievable</td>
<td>Students can be reasonably expected to attain the outcomes.</td>
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<td></td>
<td>Measurability</td>
<td>The outcome must be stated in a way that it is observable/measurable. In other words, data can be collected on which to form conclusions regarding the level of student attainment.</td>
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<tr>
<td><strong>Measures:</strong> Assessment measures are the tools</td>
<td>Description of measure</td>
<td>The description of each measure should be clear and complete to an outside observer.</td>
</tr>
<tr>
<td>Required Category</td>
<td>Characteristic</td>
<td>Description</td>
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<tr>
<td>faculty will use to accumulate data concerning student attainment of outcomes on which to base their programmatic decisions. A wide variety of tools can be devised to measure student performance. Measures are normally classified as being direct or indirect. Having both direct and indirect data on an outcome gives programs a broader perspective on their students’ performance.</td>
<td>Direct measures</td>
<td>Direct measures involve looking at student work to examine what learning has taken place. For example, comprehensive exams, research papers or projects, portfolios, performances, and standardized tests are often used as direct measures of student learning.</td>
</tr>
<tr>
<td></td>
<td>Indirect measures</td>
<td>“Indirect measures gather perceptions of learning, opinions about learning, or reflections on learning rather than direct demonstrations of the results of learning.” For example, surveys, interviews, course evaluations, focus groups, and graduation rates are often used as indirect measures of student learning. Programs are not required to use indirect measures.</td>
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<td></td>
<td>Multiple measures</td>
<td>Multiple measures are recommended for each outcome. Multiple measures of an outcome produce more reliable results. Measures can occur at differing intervals as appropriate for the specific outcome.</td>
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<tr>
<td></td>
<td>Connection to outcomes</td>
<td>The measure should clearly show student performance relative to one or more outcomes. The data collected needs to be such that its interpretation is clear regarding student performance relative to the outcome. For example, an assignment evaluation should be able to isolate a specific result for each outcome it is being used to measure. Course grades are difficult to use as an assessment tool because course grades are influenced by too many factors to isolate out performance relative to a program outcome.</td>
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<tr>
<td></td>
<td>Influences on data collection</td>
<td>The program should indicate the factors that influence the data and the interpretation of the results. This is where the program considers the reliability of the tool and the data collected.</td>
</tr>
<tr>
<td>Required Category</td>
<td>Characteristic</td>
<td>Description</td>
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<tr>
<td><strong>Process:</strong> The process describes the person(s)/group(s) responsible for applying the measures, collecting and collating data, determining the meaning of the assessment results and making recommendations for action.</td>
<td>Faculty involvement in the assessment process</td>
<td>The plan identifies the role of faculty in all aspects of the assessment process. Faculty must be involved in the development of assessment plans, the implementation of the measures, the analysis of data, the formulation of recommendations, and the actions taken on those recommendations, as well as any revisions to the assessment plan.</td>
</tr>
<tr>
<td>Timeline</td>
<td>The timeline should produce information for the faculty of the program to make timely decisions. Timelines need to accommodate the assessment cycle, faculty workloads, and appropriate timing of measures. Not all outcomes need to be measured annually, but must be measured within a reasonable review cycle. The schedule of data collection should be clearly articulated in the plan.</td>
<td></td>
</tr>
<tr>
<td>Currency</td>
<td>The plan is reviewed and/or revised regularly by the program’s faculty.</td>
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<tr>
<td>Responsible parties</td>
<td>The faculty responsible for coordination and implementation should be identified and supported in their assessment duties.</td>
<td></td>
</tr>
</tbody>
</table>
AY2019 General Education Assessment Workshops and Forums

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

Building upon January’s Spring Teaching Academy sessions with David Marshall, Dan Kline (Director of General Education) will hold a series of GER assessment design workshops for all majors, programs, and campuses focused on three GenEd outcomes: Information Literacy, Critical Thinking, and Oral Communication. These sessions are open to all members of the UAA community, and you may join in at any time.

The GER Forums address aspects of the GenEd that have been identified through the assessment process, through UAA priorities and statewide initiatives, and through national best-practices to begin for discussions for the next phase of GenEd revision. This is your chance to offer input on this important curriculum initiative.

Throughout the sessions, we will develop practical tools for curriculum mapping, assessment, and assignment design, and at the end of the CAFE series, we hope to have a group of programs and majors that are willing (1) to donate student work and (2) to join us in our GER/AA/AAS Assessment Soiree on May 6-7, 2019. Everyone is invited.

<table>
<thead>
<tr>
<th>Date</th>
<th>Room</th>
<th>Forum/Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 2/22</td>
<td>LIB 302A</td>
<td>10-11:30 GER Assessment Charrette 1: Information Literacy – Bring your information literacy assignments for a collaborative design workshop</td>
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<tr>
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<td></td>
<td>11:30 –12:30 GER Open Forum 1: Looking Ahead to GenEd Revision – Revising Student Learning Outcomes</td>
</tr>
<tr>
<td>Fri 3/29</td>
<td>RH 303</td>
<td>10-11:30 GER Assessment Charrette 2: Critical Thinking – Bring your critical thinking assignments for a collaborative design workshop</td>
</tr>
<tr>
<td><em>New Date</em></td>
<td><em>New Room</em></td>
<td>11:30-12:30 GER Open Forum 2: Looking Ahead to GenEd Revision – What makes a GenEd Course?</td>
</tr>
<tr>
<td>Fri 4/19</td>
<td>LIB 302A</td>
<td>10-11:30 GER Assessment Charrette 3: Oral Communication – Bring your oral communication assignments for a collaborative design workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11:30-12:30 GER Open Forum 3: Looking Ahead to GenEd Revision – Potential Structures &amp; Processes</td>
</tr>
<tr>
<td>Mon 5/6–Fri 5/7</td>
<td>LIB 307</td>
<td>GER/AAS/AA Assessment Soiree — 8:30 am to 3:00 pm</td>
</tr>
</tbody>
</table>

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

Co-sponsored by the General Education Advisory Committee (GERA), the Office of Academic Affairs (OAA), and the Center for Advancing Faculty Excellence (CAFE).