1. Approval of agenda (p. 1-2)

2. Approval of minutes (p. 3-4)

3. Vice Provost update
   - Accreditation Update
   - November 15th Accreditation Core Competencies Open Forum: Honoring Your Work and Building Forward
   - Annual Academic Assessment Survey
     - 2019 Report Draft (p. 5-10)
     - 2019 Survey Questions for 2020 Survey Planning (p. 11-12)

4. Chair’s update

5. Follow-up on Conversation with the Deans

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

<table>
<thead>
<tr>
<th>Program (with Catalog link for context)</th>
<th>Program Representative(s)</th>
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</thead>
<tbody>
<tr>
<td>Culinary Arts AAS</td>
<td>Amy Green, Professor of Culinary Arts and Hospitality</td>
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<tr>
<td>Hospitality Administration BA</td>
<td>Amy Green, Professor of Culinary Arts and Hospitality</td>
</tr>
<tr>
<td>Public Policy MPP</td>
<td>Chad Briggs, Director/Associate Professor of Public Policy and Administration</td>
</tr>
</tbody>
</table>

7. Informational plan review – none scheduled
   AAC leads, please be ready to comment on any issues related to your assigned plan.
   Link to AAC Google Drive for Plans (Remember to identify noteworthy plans)

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<thead>
<tr>
<th>Program (with Catalog link for context)</th>
<th>Last AAC Review</th>
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<tbody>
<tr>
<td>International Studies BA</td>
<td>9/21/18 (No changes to this version with curriculum updates)</td>
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8. Next meeting
   - December 6th, 11:00-12:30 in ADM 204
     - Core Competency conversation with Accreditation Tri-Chairs
9. Upcoming plans
   - Nursing AAS – plan update in progress with curriculum update
   - Project Management MS – plan update in progress with curriculum update
   - Health Sciences BS – confirming plan review by college

10. Information items

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### Scheduled Meeting Dates Academic Year 2020

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<td>10/4</td>
<td>Annual Academic Assessment Seminar/ Accreditation Kick Off</td>
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UAA Faculty Senate Academic Assessment Committee
Summary: November 1, 2019
11:00am - 12:30pm, ADM 204
Join Zoom meeting or call 1-669-900-6833, and enter Meeting ID 191 349 736

1. Approval of agenda (p. 1-2) - Approved

2. Approval of minutes (p. 3-5) – Approved

3. Vice Provost update
   - Accreditation Update
     2025 Accreditation Kick-Off a Success!
     Over 100 faculty, staff, administrators and students across UAA’s campuses attended the
     Annual Assessment Seminar/Accreditation Kick Off on October 4. Keynote speaker Dr.
     Natasha Jankowski, Director of the National Institute for Learning Outcomes Assessment
     (NILOA), provided an overview of the national trend toward using core competencies
     to address issues of equity, as well as institutional identity. From assignments in courses and
     learning experiences in the co-curriculum to enabling learning through support offices, how
     do we ensure that students are ready, supported, and learning in ways that are culturally
     relevant and student focused?

     Taking a Pulse on Where We Are Now Survey
     Following the Kick Off, as a brainstorming exercise, participants looked at two sets of learning
     outcomes and identified their top three in each set. See the results of the survey here.

     UAA Stakeholder Input
     The tri-chairs are visiting with governance and other groups to ask their perspective on core
     competencies, find out what the groups are already doing relative to core competencies, and to
     brainstorm about what might be UAA’s core competency options.

     - November 15th Accreditation Core Competencies Open Forum: Honoring Your Work and
       Building Forward (9:00-10:30 in LIB 307)
       • Draft flyer with registration link (p. 7)

     - Annual Academic Assessment Reports Status Update – 90% complete!
       • AAC members can access them on IR-Reports

4. Chair’s update

5. Conversation with the Deans
   The deans and AAC discussed the questions sent to the deans before the meeting:
   - What are your opinions and ideas about the different processes at UAA and how we might
     streamline and/or align them better?
   - What is feasible for the process this year with the extra program review that is under way?
6. Review assessment plans – *none scheduled*

7. Informational plan review – *none scheduled*

8. Next meeting
   - November 15th, 11:00-12:30 in ADM 204
     - Scheduled plans: Culinary Arts AAS; Hospitality Administration BA; Public Policy MPP
   - December 6th, 11:00-12:30 in ADM 204
     - Core Competency conversation with Accreditation Tri-Chairs

9. Upcoming plans
   - Public Policy MPP – awaiting college review
   - Nursing AAS – plan update in progress with curriculum update
   - Project Management MS – plan update in progress with curriculum update

10. Information items

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UAA’s academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2019 of the 2019 survey. All 123 active programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of certificates and degrees which are assessed together and which submit only one report.

Each UAA academic program develops its own annual assessment process and timeline based on the program’s unique needs. As of July 2019, 11% of programs that completed the survey are in the planning and implementation stages of the assessment process, 71% are in the data collection stage, and 6% are in the discussion stage. Twelve percent of responding programs have made recommendations for improvements.

Types of Program Improvements Resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. Out of the active programs, 79% reported making changes as a result of their assessment efforts. Of 265 program improvements made, survey respondents report the following types.
UAA's academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2019 of the 2019 survey for the College of Arts and Sciences (CAS). All 36 active CAS programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of certificates and degrees which are assessed together and which submit only one report.

Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2019, 6% of CAS programs are in the planning and implementation stage, 75% are in the data collection stage, and 3% are in the discussion stage. Seventeen percent of responding programs have made recommendations for improvement.

Types of Program Improvements Resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. For CAS active programs, 83% reported making changes as a result of their assessment efforts. Of 94 program improvements made, survey respondents report the following types.
UAA’s academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2019 of the 2019 survey for the College of Business & Public Policy (CBPP). All 15 active CBPP programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of certificates and degrees which are assessed together and which submit only one report.

Each UAA academic program develops its own annual assessment process and timeline based on the program’s unique needs. As of July 2019, 20% of CBPP programs that completed the survey are in the planning and implementation stages of the assessment process, 60% are in the data collection stage, and 7% are in the discussion stage. Thirteen percent of responding programs have made recommendations for improvement.

Types of Program Improvements Resulting from Assessment Data
The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. For CBPP active programs, 33% reported making changes as a result of their assessment efforts. Out of 15 program improvements made, survey respondents report the following types.

- Changes to Program Student Learning Outcomes (PSLOs), 13%
- Course Curriculum Changes, 20%
- Course Prerequisite Changes, 13%
- Changes in Teaching Methods, 7%
- Changes in Advising, 13%
- Degree Requirement Changes, 13%
- Changes in Program Policies/Procedures, 7%
- Changes to Program Student Learning Outcomes (PSLOs), 13%
- Faculty, Staff, Student Development, 7%
- Other, 7%
UAA’s academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2019 of the 2019 survey for the College of Engineering (CoEng). All 10 active CoEng programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of certificates and degrees which are assessed together and which submit only one report.

Each UAA academic program develops its own annual assessment process and timeline based on the program’s unique needs. As of July 2019, 10% of CoEng programs that completed the survey are in the planning and implementation stages of the assessment process, and 80% are in the data collection stage. Ten percent of responding programs have made recommendations for improvement.

Types of Program Improvements Resulting from Assessment Data
The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. For CoEng active programs, 80% reported making changes as a result of their assessment efforts. Out of 15 program improvements made, survey respondents report the following types.

Visit the Academic Assessment Home Page at https://www.uaa.alaska.edu/academics/office-of-academic-affairs/academic-assessment/index.cshtml
AAC Agenda 11/15/19
UAA’s academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2019 of the 2019 survey for the College of Health (COH). All 32 active COH programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, "program" may refer to a group of certificates and degrees which are assessed together and which submit only one report.

Each UAA academic program develops its own annual assessment process and timeline based on the program’s unique needs. As of July 2019, 13% of COH programs that completed the survey are in the planning and implementation stages of the assessment process, 69% are in the data collection stage, and 3% are in the discussion stage. Sixteen percent of responding programs have made recommendations for improvement.

Types of Program Improvements Resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. For COH active programs, 91% reported making changes as a result of their assessment efforts. Out of 107 program improvements made, survey respondents report the following types.
Annual Academic Assessment Survey Report  
University of Alaska Anchorage - Community & Technical College  
Academic Year 2019

UAA’s academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2019 of the 2019 survey for the Community & Technical College (CTC). All 29 active CTC programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of certificates and degrees which are assessed together and which submit only one report.

Each UAA academic program develops its own annual assessment process and timeline based on the program’s unique needs. As of July 2019, 14% of CTC programs that completed the survey are in the planning and implementation stages of the assessment process, 69% are in the data collection stage, and 14% are in the discussion stage. Three percent of responding programs have made recommendations for improvement.

Types of Program Improvements Resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. For CTC active programs, 45% reported making changes as a result of their assessment efforts. Out of 27 program improvements made, survey respondents report the following types.

Visit the Academic Assessment Home Page at https://www.uaa.alaska.edu/academics/office-of-academic-affairs/academic-assessment/index.csh.html
2019 Annual Academic Assessment Survey Questions

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.

1. Please enter your full name.

2. Please enter your title or position.

3. 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.

4. Programs are listed in this survey by the college in which they are listed in the Catalog. Please select the college you are reporting for.

5. 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.**

6. Have you submitted your annual academic assessment report to your college?

7. Is the program externally accredited by any organization other than the NWCCU?

8. Please estimate the percentage of program teaching faculty who actively engaged in assessment activities this past academic year, such as data collection, discussion, making recommendations, and/or implementing changes.

9. In the past academic year, has the program made changes to its assessment plan?

10. If plan changes is selected: Please explain the purpose for the changes and briefly highlight what major changes were made.

11. Please select what stage of this year’s annual assessment process the program is in.

12. If no data collected is selected: You selected “No assessment data has been collected.” Please explain.

13. If data has been collected is selected: You selected “Assessment data has been collected.” Please estimate when data will be compiled or aggregated.

14. If data has been compiled or aggregated is selected: You selected “Assessment data has been compiled or aggregated.” Please estimate when program faculty will review and discuss assessment
15. If program faculty have reviewed and discussed data is selected: You selected “Program faculty have reviewed and discussed assessment data.” Please estimate when program faculty will consider and make recommendations for improvement.

16. If program faculty have made recommendations for improvement is selected: You selected “Program faculty have made recommendations for improvement based on assessment data.” Please describe any program improvement recommendations that have been made.

17. What is the number of current Program Student Learning Outcomes (PSLOs) for the program?

18. 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

19. 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. (If “Other” is selected, please briefly describe.)

20. Would you share a student learning success story that came out of your assessment process? In particular, an example of an improvement you made based on assessment which resulted in enhanced student learning. (Optional)

21. General Education Assessment
   UAA is engaged in ongoing GER assessment. The following questions are designed to find out what, if any, of the GER student learning outcomes you are already assessing as part of ongoing program student learning outcomes assessment or specialized accreditation.

   a. Assessment of Current GER Outcomes
      Which of the following GER Student Learning Outcomes, if any, did your program assess this year? (You may select more than one response.)

   b. Assessment of Cross-Cutting GER Skills
      Which of the following GER cross-cutting skills, if any, did your program assess this year? (You may select more than one response.)

22. Thank you for completing the survey. The next questions are designed to find out how the Academic Assessment Committee can best help you with your program assessment efforts.

23. Would you like any assistance from the Faculty Senate Academic Assessment Committee? If yes, please describe the type of assistance you are requesting.

24. 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.