UAA Faculty Senate Academic Assessment Committee
Agenda: December 6, 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)

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

3. Vice Provost update
   - AY20 Adjustments to Program Student Learning Outcomes Assessment Reporting (p. 5)
   - Accreditation Update: December Governance Report (p. 6-10)
   - Review of Draft Annual Academic Assessment Survey Questions (p. 11-12)
   - ADA Accessibility Compliance

4. Chair’s update

5. Review assessment plans
   Link to AAC Google Drive for Plans (New link! 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>Alaska Native Studies AA</td>
<td>Beth Leonard, Professor, Alaska Native Studies; Paul Ongtooguk, Director/Assistant Professor, Alaska Native Studies; Maria Williams, Professor, Alaska Native Studies</td>
</tr>
<tr>
<td>Health Sciences BS</td>
<td>Corrie Whitmore, Assistant Professor, Health Sciences</td>
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</table>

6. 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 (New link! Remember to identify noteworthy plans.)

<table>
<thead>
<tr>
<th>AAC Leads</th>
<th>Program (with Catalog link for context)</th>
<th>Last AAC Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel, Joy, &amp; Tom R.</td>
<td>International Studies BA</td>
<td>9/21/18 (No changes to this version with curriculum updates)</td>
</tr>
<tr>
<td>Chris, Deb, &amp; Tom D.</td>
<td>Psychology BA &amp; BS</td>
<td>4/20/18 (No changes to this version with curriculum updates)</td>
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<tr>
<td>Thia, Annette, &amp; Greg</td>
<td>Dietetics &amp; Nutrition MS</td>
<td>12/7/18 (No changes to this version with curriculum updates)</td>
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<tr>
<td>Bill, Grace, &amp; Carri</td>
<td>Dietetic Internship GC</td>
<td>4/19/19 (No changes to this version with curriculum updates)</td>
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7. Core competencies conversation with Accreditation Tri-Chairs, Vice Provost Susan Kalina, Professor Terry Kelly, Professor Carrie King (p. 13)
8. Next meeting
   - January 17th, 11:00-12:30 in ADM 204
     - Conversation with the deans about adjustments to the 2020 Annual Academic Assessment Survey

9. Upcoming plans
   - Culinary Arts OEC – awaiting college review of plan for new program
   - Dietetics Internship GC – confirming plan status with curriculum update
   - Dietetics and Nutrition MS – confirming plan status with curriculum update
   - Nursing AAS – plan update in progress with curriculum update
   - Project Management MS – plan update in progress with curriculum update
   - Children’s Mental Health GC – plan update in progress with curriculum update

10. Information items

<table>
<thead>
<tr>
<th>Committee Member</th>
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<tbody>
<tr>
<td>Rachel Graham, Faculty Senate, Chair</td>
<td>Bill Myers, At-Large</td>
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<td>Greg Hartley, At-Large</td>
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UAA Faculty Senate Academic Assessment Committee

Summary: November 15, 2019
11:00am - 12:30pm, ADM 204

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

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

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
   The deans will be invited to the January AAC meeting for a follow up conversation, including adjustments to the AY20 Annual Academic Assessment Survey.

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

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<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>
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The AAC recommended approval for these plans, after the faculty make minor revisions as discussed and submit them to Academic Affairs.

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)
The AAC deferred this informational plan review to the next meeting.

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

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Scheduled Meeting Dates Academic Year 2020

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December 2, 2019

To: Deans, Community Campus Directors, Faculty Senate Academic Assessment Committee, Assessment Coordinators

From: John Stalvey, Interim Provost

Cc: UAA Faculty; Associate Deans; Assistant Campus Directors
Susan Kalina, Vice Provost for Academic Affairs

Re: Expedited Program Review and Adjustments to Program Student Learning Outcomes Assessment Reporting Requirements for AY20

The academic deans recently met with the Faculty Senate Academic Assessment Committee to discuss the program student learning outcomes assessment process, particularly as it relates to the Expedited Program Review process underway this academic year.

After considering the outcomes of that meeting, and with the support of the Academic Assessment Committee, I approve the following adjustments to the UAA program student learning outcomes assessment reporting process for AY20.

**Deans’ Annual Feedback on AY19 Academic Assessment Reports**

Typically, the deans review each program’s Annual Academic Assessment Report in the fall semester and provide feedback directly to the program. Because the Expedited Program Review process already incorporates assessment findings and actions taken to improve student learning in the reports, the deans will not be required to provide additional feedback, over and above that already incorporated into the Expedited Program Review process. Individual deans may choose to provide feedback on the annual assessment reports as well.

**AY20 Annual Academic Assessment Survey and Annual Academic Assessment Report**

While programs should continue to engage in their regular assessment processes, their reporting requirements will be adjusted for AY20. Programs will be required to fill out only the AY20 Annual Academic Assessment Survey. The survey will be available in late spring semester and programs will be able to complete it prior to faculty going off contract in May. The AY20 Expedited Program Review report will stand in as a replacement for the Annual Academic Assessment Report that would otherwise be due in October 2020.

The deans and the AAC will meet in early spring to further discuss alignment of processes and adjustments to the assessment cycle. If you have questions or comments, please feel free to contact the Chair of the Faculty Senate Academic Assessment Committee Rachel Graham at 907-746-9348 or rgraham10@alaska.edu.

UAA earned a commendation from the Northwest Commission of Colleges and Universities for its extensive assessment efforts related to student learning. I wish to thank the Faculty Senate Academic Assessment Committee for their continued leadership and guidance in this area.
Governance Written Report
12-4-2019

**NWCCU Accreditation**

**2025 Accreditation Kick-Off**

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 and coherence. “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?” Following the Kick Off, as a brainstorming exercise, participants completed a “Taking the Pulse” survey. See the results of the “Taking the Pulse” October forum survey here.

**Fall Semester Stakeholder Discussions on Core Competencies**

Throughout fall semester the tri-chairs visited governance and other campus groups to get their perspective on core competencies, find out what the groups are already doing in this area, and brainstorm about what UAA's core competencies might be. Some groups suggested additional competencies, and these have been added to the list. Following the sessions, the groups completed the “Taking the Pulse” survey.

So far the tri-chairs have visited with the Student Affairs Leadership Team, Alumni Association Board, Advancement Leadership, Administrative Services Leadership Team, and USUAA. Discussions are scheduled with the Undergraduate Academic Board, General Education Advisory Board, Graduate Academic Board, Academic Assessment Council, and Staff Council.

The **November 15 Open Forum Accreditation Core Competencies: Honoring Your Work and Building Forward** highlighted efforts in Student Affairs and in General Education that can inform UAA’s approach to implementing core competencies. More than 50 faculty, staff, and administrators across UAA's campuses attended. The participants also were invited to complete the “Taking the Pulse Survey.” See the results of the "Taking the Pulse" November forum survey here.

Here is the compiled list of core competencies resulting from the fall conversations:

1. Communicate effectively in a variety of contexts and formats
2. Critical thinking and analytical reasoning skills
3. The ability to locate, organize, and evaluate information from multiple sources
4. The ability to apply knowledge and skills to real-world settings
5. The ability to work with numbers and statistics
6. The ability to analyze and solve problems with people from different backgrounds and cultures
7. Intercultural knowledge and competence
8. Ethical judgment and decision-making
9. The ability to work effectively with others in teams
10. Adopt critical perspectives for understanding the forces of globalization and diversity
11. The ability to analyze and solve complex problems
12. Self-motivation and the ability to take initiative and be proactive in offering ideas and solutions
13. Civic knowledge and engagement, both local and global
14. Relate knowledge to the historical context in which it developed and the human problems it addresses
15. The ability to innovate and be creative
16. The ability to work independently in setting priorities, managing time, and meeting deadlines
17. Foundations and skills for lifelong learning/Ability to learn or lifelong learning
18. Identify ways in which science has advanced the understanding of important natural processes
19. Interpret different systems of aesthetic representation and understand their historical and cultural contexts
20. Proficiency in a language other than English
21. Staying current on changing technologies and their applications to the workplace
22. Problem-solving
23. Resilience
25. Advocacy (self-advocacy, professional advocacy)
26. Community engagement
27. Diversity
28. Leadership
29. Preparing for the professional world/Development as a professional or professional development
30. Self-reliance
31. Student to alumni transition

The following draft timeline includes the basic process to be used in the spring to come to final decisions about core competencies:

### DRAFT Accreditation 2025 Timeline Revised

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>YEAR ONE</strong></td>
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<tr>
<td>Fall 2018</td>
<td>Site Visit</td>
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<td>Spring 2019</td>
<td>Reaffirmation</td>
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<td>Summer 2019</td>
<td>Draft - Student Achievement Metrics and Disaggregation</td>
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<td>Summer 2019</td>
<td>Initiate - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews</td>
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<tr>
<td>Summer 2019</td>
<td>Propose - NWCCU Student Retention, Persistence and Success Academy Project</td>
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<tr>
<td><strong>YEAR TWO</strong></td>
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<tr>
<td>September 2019</td>
<td>Draft - Student Achievement Metrics and Disaggregation</td>
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<tr>
<td>October 2019</td>
<td>Accreditation Kick Off (Oct. 4)</td>
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<td>October 2019</td>
<td>Conduct - Core Competency Stakeholder Outreach</td>
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<td>Conduct - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews</td>
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<tr>
<td>October 2019</td>
<td>Conduct - NWCCU Student Success Academy Project: Tier 1 Writing &amp; Math</td>
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<td>November 2019</td>
<td>Open Forum: Honoring Your Work and Building Forward (Nov. 15)</td>
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<td>November 2019</td>
<td>Attend - NWCCU Student Retention, Persistence and Success Academy Meeting (Seattle)</td>
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<td>Attend - NWCCU Accreditation Liaison Training &amp; Evaluator Team Chair Training (Seattle)</td>
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<tr>
<td>November 2019</td>
<td>Attend - NWCCU Annual Meeting (Seattle)</td>
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<td></td>
<td>Provide - Regular Governance Updates</td>
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| December 2019   | **Core Competencies Compilation to Cabinet, Faculty Senate, Staff Council, USUAA**  
|                 | Formalize - Accreditation Advisory Committee  
|                 | Conduct - Core Competency Stakeholder Outreach  
|                 | Conduct - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews  
|                 | Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math  
|                 | Provide - Regular Governance Updates  
| January 2020    | Re-Conceptualize - Core Competency List (Accreditation Advisory Committee)  
|                 | Conduct - Core Competency Stakeholder Outreach  
|                 | Conduct - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews  
|                 | Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math  
| February 2020   | Edit - Core Competency list to incorporate relevant information from the Fellows Project  
|                 | Reduce - Core Competencies to 9 – **Open Forum**  
|                 | Conduct - Core Competency Stakeholder Outreach  
|                 | Conduct - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews  
|                 | Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math  
|                 | Provide - Regular Governance Updates  
| March 2020      | Reduce - Core Competencies to 3 - Mechanism TBA  
|                 | Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math  
|                 | Submit - Ad Hoc Report on Recommendations 1 & 2 from the previous cycle  
|                 | Provide - Regular Governance Updates  
| April 2020      | Submit - Draft Core Competency List to Cabinet, Faculty Senate, Staff Council, USUAA, UAA Community  
|                 | Conduct - Feedback Period  
| May 2020        | Review - Draft Core Competency List (Cabinet, Faculty Senate, Staff Council, USUAA, UAA Community)  
|                 | Decide - Cabinet approves final Core Competencies  
| Summer 2020     | Develop - Mission Fulfillment Data Site (Student Learning, Student Achievement)  
|                 | Develop - Mission Fulfillment Annual or Semester Communication Plan  
| **YEAR THREE**  | Implement - Mission Fulfillment Assessment and Continuous Improvement  
| Fall 2020       | **Draft - Mid-Cycle Evaluation Year Three Report**  
| Spring 2021     | **Implement - Mission Fulfillment Assessment and Continuous Improvement**  
|                 | **Summer 2021** Implement - Mission Fulfillment Assessment and Continuous Improvement  
|                 | **Submit - Mid-Cycle Evaluation Year Three Report**  
| **YEAR FOUR**   | Implement - Mission Fulfillment Assessment and Continuous Improvement  
| Fall 2021       | **Host - Mid-Cycle Evaluation Site Visit**  
| Spring 2022     | **Implement - Mission Fulfillment Assessment and Continuous Improvement**  
| Summer 2022     | **Implement - Mission Fulfillment Assessment and Continuous Improvement**  
| **YEAR FIVE**   | Implement - Mission Fulfillment Assessment and Continuous Improvement  
| Fall 2022       | **Implement - Mission Fulfillment Assessment and Continuous Improvement**  
| Spring 2023     | **Implement - Mission Fulfillment Assessment and Continuous Improvement**  
| Summer 2023     | **Implement - Mission Fulfillment Assessment and Continuous Improvement**  
| **YEAR SIX**    | Implement - Mission Fulfillment Assessment and Continuous Improvement  
| Fall 2023       | **Conduct - Evaluation of Institutional Effectiveness Self Study**  
| Spring 2024     | **Implement - Mission Fulfillment Assessment and Continuous Improvement**  
|                 | **Conduct - Evaluation of Institutional Effectiveness Self Study**  
| Summer 2024     | **Submit - Policies, Regulations, Financial Review Report**  
|                 | **Draft - Evaluation of Institutional Effectiveness Report**  

Governance Written Report
12-4-2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>YEAR SEVEN</td>
<td>Draft - Evaluation of Institutional Effectiveness Report</td>
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<tr>
<td>Fall 2024</td>
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NWCCU Annual Conference: “Value Proposition: Student Success”

In late November UAA team attended the NWCCU Annual Conference, “Value Proposition: Student Success,” as well as the pre-conference workshops. The meetings provided guidance on implementing NWCCU’s new standards, and placed these efforts within the national context. Attendees included Professor Carrie Aldrich, Associate Dean Jennifer Brock, Professor Rachel Graham, Professor Tom Harman, Vice Provost Susan Kalina, Professor Terry Kelly, Professor Carrie King, Vice Provost Claudia Lampman, Professor Megan Ossiander-Gobeille, and Dean Denise Runge.

Compliance

Credit Hour Review

In compliance with the credit hour policy (BOR P10.04.035), UAA sampled 100 sections across the colleges from the draft Spring 2020 schedule. Of the sampling of sections, fourteen were identified where the required minimum contact hours did not appear to match the scheduled contact hours. Of those, 7 were blended courses with online components, 3 were rescheduled to add time, 2 were scheduled in conjunction with a zero-credit lab, 1 included thesis/capstone work, and 1 will update the curriculum to reflect current practice.

Course Fee Working Group

A working group has been formed to develop a set of FAQs to accompany existing UAA policy for course fees. The group is chaired by Interim Dean Kenrick Mock, with members representing faculty, deans, college and program-level fiscal officers, and Accounting Services. A draft was submitted on November 22, 2019 for review and feedback.

Syllabi Archive

The colleges and community campuses collected fall syllabi and posted them on IR-Reports, under the Academic Programs drop-down menu.

The most current course student learning outcomes can be found in the electronic curriculum management system CIM course approval system, or the course content guide archive (for courses not yet fully updated in CIM).

Expedited Academic Program Review

2020 Expedited Academic Program Review

All programs will conduct Program Review in AY2020. The timeline, documents and a set of FAQs are posted on the Academic Program Review Website and in the AY2020 Program Review folder in IR-Reports.
Program Student Learning Outcomes Assessment

Academic Assessment Homepage  IR-Reports Academic Assessment Repository

Annual Academic Assessment Survey Report

The 2019 Annual Academic Assessment Survey Report is posted in IR-Reports in the assessment section under Academic Programs. The report summarizes the types of program improvements resulting from assessment data in AY19, and where programs were in the annual assessment process as of the survey close date in July 2019.

AY19 Annual Academic Assessment Report – 95% complete!

Almost all active programs have submitted their annual academic assessment reports! Academic Affairs is working with deans on the last few remaining. Thank you to all the faculty who contributed!!!!! All reports are posted in IR-Reports in the assessment section under Academic Programs.

AY20 Adjusted Program Student Learning Outcomes Academic Assessment Reporting

There have been adjustments to the AY20 assessment reporting process due to redundancy with the Expedited Program Review Process. Programs will only be required to fill out the AY20 Annual Academic Assessment Survey, and will not have to submit an Annual Academic Assessment Report in October 2020. The AY20 Expedited Program Review report will stand in as a replacement for the Annual Academic Assessment Report that would otherwise be due in October 2020. See the Provost’s memo.

General Education

General Education’s focus this term has been upon moving the Diversity & Inclusion GER initiative forward, discussing criteria for reviewing GenEd courses, and preparing for a critical thinking pilot assessment project for Spring 2020.

Program [Specialized] Accreditation

The Clinical-Community Psychology PhD program specialized accreditation was reaffirmed by the American Psychological Association in November. This is a signature achievement. Please join us in congratulating them!

The Paramedical AAS program delivered at the Kenai Peninsula College community campus hosted a site visit this fall. The Nursing Practice DNP and the Legal Nurse Consultant Paralegal, Legal Studies BA/Minor, and Paralegal Studies AAS/PBCT submitted regularly scheduled interim reports.

International and Intercultural Affairs

International Partnerships

In November, UAA signed a cooperative agreement with the University of Lapland (Finland) to explore the development of collaborative research projects, joint academic and scientific activities, publications, and faculty and student exchange.
Draft 2020 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.
Compiled List of Core Competencies Resulting from Fall Conversations 12/2/19

1. Communicate effectively in a variety of contexts and formats
2. Critical thinking and analytical reasoning skills
3. The ability to locate, organize, and evaluate information from multiple sources
4. The ability to apply knowledge and skills to real-world settings
5. The ability to work with numbers and statistics
6. The ability to analyze and solve problems with people from different backgrounds and cultures
7. Intercultural knowledge and competence
8. Ethical judgment and decision-making
9. The ability to work effectively with others in teams
10. Adopt critical perspectives for understanding the forces of globalization and diversity
11. The ability to analyze and solve complex problems
12. Self-motivation and the ability to take initiative and be proactive in offering ideas and solutions
13. Civic knowledge and engagement, both local and global
14. Relate knowledge to the historical context in which it developed and the human problems it addresses
15. The ability to innovate and be creative
16. The ability to work independently in setting priorities, managing time, and meeting deadlines
17. Foundations and skills for lifelong learning/Ability to learn or lifelong learning
18. Identify ways in which science has advanced the understanding of important natural processes
19. Interpret different systems of aesthetic representation and understand their historical and cultural contexts
20. Proficiency in a language other than English
21. Staying current on changing technologies and their applications to the workplace
22. Problem-solving
23. Resilience
25. Advocacy (self-advocacy, professional advocacy)
26. Community engagement
27. Diversity
28. Leadership
29. Preparing for the professional world/Development as a professional or professional development
30. Self-reliance
31. Student to alumni transition