UAA Faculty Senate Academic Assessment Committee
Agenda: April 7, 2017
11:30am - 12:30pm, ADM 204
Skype for Business: Join online at https://meet.uaa.alaska.edu/macarlson/I6FZBWWQ
or Call 786-6755 and enter Conference ID 642461
(Please contact Raegan at 786-1494 or rmkelliher@alaska.edu if you have trouble connecting)

1. Approval of Agenda

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

3. Vice Provost report and discussion
   - Accreditation Self-Study and Open Forums
   - Academic Assessment Repository on SharePoint
     https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx
     o Updated to include information on Academic Assessment Plans, Annual Academic Assessment Reports, and Annual Academic Assessment Surveys

4. Assessment Plan Reviews
   Assessment plans attached for your review. Links to the curriculum provided below.
   - 11:30: Accounting, AAS, Program Representatives: Stasia Straley, Associate Professor of Accounting (ANC), Holly Bell, Associate Professor of General Business (MSC), Kathryn Hollis-Buchanan, Associate Professor of Business (KOD) (pgs. 6-42)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=ACCT-AAS
   - 12:00: Paramedical Technology, Program Representatives: Paul Perry, Term Assistant Professor of Paramedical Technology (KPC), Dane Wallace, Term Assistant Professor of Paramedical Technology (MSC) (pgs. 43-52)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=PMED-AAS

5. Academic Assessment Handbook Updates (pgs. 53-64)

6. Upcoming Plans
   o Dental Hygiene BS
   o Human Services AAS/BHS – awaiting college review
   o Culinary Arts AAS – awaiting college review
   o Hospitality and Restaurant Management BA – awaiting college review
   o Outdoor Leadership AAS – awaiting submission in CIM

7. Information Items
   - Annual Academic Assessment Survey (April 1<sup>st</sup> – June 15<sup>th</sup>) – now live, access for designated faculty through the Academic Assessment Repository on SharePoint
- Self-Study Draft Open Forum, Friday, April 7th, 9:00-11:00 in LIB 307 and by distance Register
- Open Forum with Robert Stein, Friday, April 14th, Morning (time TBA), LIB 307 and by distance
- GER Assessment Workshop #3: Rubric and Student Work – Friday, April 21st, 10:30-12:00 in RH 303 and by distance Register (note date, time, and location have changed)
- General Education Soirée – Monday and Tuesday, May 8-9th, in LIB 307 and by distance (times TBD) Register
- Fall Open Forum/Assessment Seminar, Friday, September 8th

Committee Members

| Rachel Graham, Faculty Senate | Kathi Trawver, COH |
| Jeff Hollingsworth, Faculty Senate | Thomas Harman, CTC |
| Brian Bennett, Faculty Senate | Deborah Mole, Library |
| Vacant, Faculty Senate | Holly Bell, Mat-Su |
| Bill Myers, CAS | Scott Downing, KPC |
| N Christina McDowell, CBPP | Cynthia Falcone, Kodiak |
| N Vacant, COE | Craig Titus, PWSC |
| N Jennifer McFerran Brock, CoEng |

X = Attendance

<p>| Scheduled Meeting Dates Academic Year 2017 |</p>
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</table>
1. Approval of Agenda
   Approved

2. Approval of Minutes (pgs. 4-6)
   Approved w/change to indicate Christina McDowell was present.

3. Vice Provost report and discussion
   - Accreditation Self-Study and Open Forums
     https://www.uaa.alaska.edu/academics/office-of-academic-affairs/institutional-self-study/index.cshtml

     The Effectiveness and Improvement Open Forum last week was very successful. The self-study draft is rolling out in sections to the UAA community for comment, with the full draft out by April 1st. It will be discussed at the April 7th open forum.

     Academic Affairs is working with the colleges and community campuses on assessment funding. OAA is working on special projects with CAS and CTC to close the loop and discuss how assessment works at the college level.

     - As UAA prepares for the next cycle, the assessment survey and reporting timelines may be evaluated for effectiveness.

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

4. Assessment Plan Reviews
   Assessment plans attached for your review. Links to the curriculum provided below.

   - 11:00: Civil Engineering, MS, Program Representative: Joey Yang, Professor of Civil Engineering (pgs. 7-22)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=CIVL-MS

     The assessment plan should clarify outcomes regarding the student’s need to publish or present research, and revise the survey in the plan. The committee suggested considering the sustainability of the plan, as it depends on collecting a fair amount of instructor-level assessment. The required thesis, project, and/or comprehensive exam might be simpler and more reliable, and the focus group does not need to be conducted annually.
Once revisions to the plan are complete, the program faculty can resubmit the plan.

- 11:25: Shared assessment plan for BBA, which includes Accounting BBA, Economics BBA, Finance BBA, Global Logistics and Supply Chain Management BBA, Marketing BBA, Management BBA, and Management Information Systems BBA, Program Representative: Christina McDowell, Assistant Professor of Business Communications (pgs. 23-39)
  
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=ACCT-BBA
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=ECON-BBA
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=FINA-BBA
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=GLSC-BBA
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=MARK-BBA
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=MGMT-BBA
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=MISY-BBA

The AAC praised the outstanding effort of this plan, and noted this initiative could be a good example to highlight during the institutional accreditation site visit. The plan and four learning goals were developed through college-wide coordinated assessment meetings. The PSLO language was based on prior review feedback. Having the program chairs on the college committee helped to identify plan improvements. The faculty believe this will help them to better address potential gaps and integrate assessment efforts.

- 11:45: General Management, MBA, Program Representative: Christina McDowell, Assistant Professor of Business Communications (pgs. 40-50)
  
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=GMGT-MBA

This plan was also noted for its outstanding work, particularly mapping courses in progress and the rotation plan.

5. Upcoming Plans
   - Accounting AAS
   - Culinary Arts AAS - awaiting college review
   - Hospitality and Restaurant Management BA – awaiting college review
   - Dental Hygiene BS – awaiting college review
   - Human Services AAS/BHS – awaiting college review
   - Outdoor Leadership AAS – awaiting submission in CIM

The committee’s scheduled 5/5 meeting is likely to be needed to complete review of the incoming plans.

6. Information Items
   - Mat-Su College Assessment Workshop – Friday, March 31st, 9:00-12:00, available by distance via Collaborate
- Annual Academic Assessment Survey (April 1st – June 15th)
- Institutional Self-Study Open Forums
  - Full Report Draft Open Forum – Friday, April 7th, 9:00-11:00 in LIB 307 and by distance Register – location change
- General Education Assessment Workshops
  - GER Assessment Workshop #2: Outcomes and Rubric – Friday, March 24th, 10:00-11:30 in RH 303 and by distance Register – date and location change

Committee Members

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<th>Rachel Graham, Faculty Senate</th>
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Academic Year 2017 schedule: 1st & 3rd Fridays unless otherwise noted
Associate of Applied Science (AAS)
Accounting
Academic Assessment Plan

Adopted Jointly by
The UAA, MSC, & KC Business Program faculty: 2/9/2017

Submitted to the Office of Academic Affairs: 2/9/2017
for review by
The Academic Assessment Committee of the Faculty Senate

Reviewed by the FS Academic Assessment Committee on 4/7/17
Reviewed as an information item by the Faculty Senate on (TBD)
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MISSION STATEMENT

The objective for the Accounting Program is to address the needs following three identifiable categories of students:

a. Those students that are attaining or upgrading job-related skills in the Alaskan business environment,

b. Those students that are preparing to enter into a new vocation or complement their present vocation, and

c. Those students that are preparing themselves for subsequent matriculation at a four-year university with subsequent candidacy for the baccalaureate degree.

PROGRAM INTRODUCTION

The University of Alaska, Anchorage (UAA) and its extended campuses Matanuska-Susitna College (MSC) and Kodiak College (KC) are accredited through the Northwest Commission on Colleges and Universities (NWCCU).

The Associate of Applied Science Degree in Accounting is a two-year program designed to prepare students for immediate employment in the business administration environment. The program may also be used as a foundation for students who wish to pursue a bachelor’s degree at a later date, although not all courses or credits in this program will transfer into the four-year program. The emphasis of the program is to provide students with practical, job-oriented skills utilizing current technologies found in the workplace.

The Accounting Program consists of the following courses:

MAJOR REQUIREMENTS (36 credits):

1. Complete the following required courses with a grade of C or better:

ACCT A101 Principles of Financial Accounting I
ACCT A102 Principles of Financial Accounting II
ACCT A202 Principles of Managerial Accounting
ACCT A210 Income Tax Preparation
ACCT A222 Introduction to Computerized Accounting
ACCT A225 Payroll Accounting
ACCT A230 Workpaper Preparation and Presentation
BA A151 Introduction to Business
BA/JUST A241 Business Law I
CIS A110 Computer Concepts in Business
ECON A201 Principles of Macroeconomics
MATH A105 Intermediate Algebra

ASSESSMENT PROCESS INTRODUCTION

The purpose of this document is to provide a guide for jointly assessing the overall academic effectiveness of the Associate of Applied Science (AAS)-Accounting (AAS-ACCT) degree program at UAA, MSC, & Kodiak. This document addresses the needs of accreditors, administrators, external stakeholders, students, and faculty. Accreditors set general standards including the requirement that
actual results agree with the stated mission. Administrators are accountable for program effectiveness and need to know whether the program is delivering promised learning outcomes. External stakeholders value the program’s effectiveness and also require and deserve empirical assurance of learning. Students need to know what they can reasonably expect to achieve from their investment of time and money in the AAS-Accounting program. The faculty is responsible for instructional effectiveness and for making continuous improvements to the program based on the analysis of collected assessment data.
STUDENT LEARNING OUTCOMES

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

Upon graduation, AAS - ACCT program graduates will possess the following skills as defined by these Learning Goals.

Students will:

1. Demonstrate the ability to provide written documentation summarizing accounting information in an organized manner.
2. Demonstrate the ability to apply the fundamental accounting equation in the analysis and recording of business transactions and understand the concepts underlying the preparation of financial statements.
3. Demonstrate the ability to use special journals and subsidiary ledgers in the analysis and recording of business transactions.
4. Demonstrate an understanding of state and federal payroll tax laws and properly calculate, record, and report payroll transactions for an organization.
5. Demonstrate an understanding of fundamental tax laws and prepare an individual income tax return.
6. Demonstrate competency in using computer technology in the accounting processing cycle.
TABLE 1: ASSOCIATION OF ASSESSMENT MEASURES TO STUDENT LEARNING OUTCOMES

The achievement of each learning goal is measured by student achievement of specific and measurable learning objectives. The AAS-SMBA faculty has identified associated learning objectives for each goal and the course in which the objective is being taught.

| Learning Goal 1 | Learning Objective 1.1 | Learning Objective 1.2 |
| Learning Goal 2 | Learning Objective 2.1 | Learning Objective 2.2 |

Table 1 - Learning Objectives for AAS-ACCT Goals 1 through 8

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Course Level Direct Measure</th>
<th>Course Level Indirect Measure</th>
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<tbody>
<tr>
<td>Goal 1 - Demonstrate the ability to provide written documentation summarizing accounting information in an organized manner.</td>
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<tr>
<td>Objective 1.1 - Prepare working papers to document analysis of year-end account balances.</td>
<td>1</td>
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<tr>
<td>Objective 1.2 - Prepare financial statements developed from an accounting information system.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Goal 2 - Demonstrate the ability to apply the fundamental accounting equation in the analysis and recording of business transactions and understand the concepts underlying the preparation of financial statements.</td>
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<tr>
<td>Objective 2.1 - Prepare appropriate journal entries to record business transactions using the double-entry accounting system and generally accepted accounting principles and assumptions.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Objective 2.2 - Review account balances and prepare appropriate period-end adjusting entries utilizing generally accepted accounting principles and assumption.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Goal 3 – Demonstrate the ability to use special journals and subsidiary ledgers in the analysis and recording of business transactions.</td>
<td></td>
<td></td>
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<tr>
<td>Objective 3.1 - Demonstrate the ability to record and post accounting transactions into appropriate journals and ledgers.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Objective 3.2 - Identify and discuss major internal control principles.</td>
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<tr>
<td>Goal 4 - Demonstrate an understanding of state and federal payroll tax laws and properly calculate, record, and report payroll transactions for an organization.</td>
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<tr>
<td>Objective 4.1 - Calculate appropriate gross wages and salaries, along with appropriate payroll tax withholdings and employer expenses.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Objective 4.2 - Record payroll transactions using appropriate journals and ledgers.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Objective 4.3 - Prepare required payroll tax reports.</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Goal 5 - Demonstrate an understanding of fundamental tax laws and prepare an individual income tax return.</td>
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<tr>
<td>Objective 5.1 - Complete a comprehensive individual income tax return project utilizing Internal Revenue Service code.</td>
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<td>Goal 6 - Demonstrate competency in using computer technology in the accounting processing cycle.</td>
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<tr>
<td>Objective 6.1 - Complete a comprehensive, hands-on project utilizing accounting software application.</td>
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0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.
**ASSESSMENT MEASURES**

For the purposes of this plan, an assessment measure is a procedure, protocol, or exercise that is reasonably objective, repeatable over time, and can be used to measure both direct (student work) and indirect (student perceived) outcomes.

A description of the measures used in the assessment of the student learning outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the student learning outcomes are listed in Table 1, above. Measures are divided into Direct and Indirect Measures and will be measured at the course-level.

**TABLE 2: ASSESSMENT MEASURES AND ADMINISTRATION**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
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<tbody>
<tr>
<td><strong>Direct Course Level Measure</strong></td>
<td>Student work completed at the course level designed to measure the level of the program objective mastery.</td>
<td>Fall and Spring semesters, beginning Fall 2015. All objectives will be measured on a rolling 3-year basis.</td>
<td>Evaluation by course instructors</td>
<td>Course Instructors</td>
</tr>
<tr>
<td><strong>Indirect Course Level Measure</strong></td>
<td>A measure of perceived student learning. Students will self-assess their level of objective mastery.</td>
<td>Fall and Spring semesters, beginning Fall 2015. All objectives will be measured on a rolling 3-year basis.</td>
<td>Student Surveys</td>
<td>Course Instructors</td>
</tr>
</tbody>
</table>

**ASSESSMENT PROCESS**

**General Implementation Strategy**

UAA, MSC, and Kodiak administration is responsible for:

- Providing sufficient financial and staff support for the development and implementation of this plan.
- Ensure faculty assessment efforts are appropriately reflected in annual workload agreements.

The AAS-Accounting faculty are responsible for:

- Undertaking assessment efforts as an integral portion of teaching activity.
  - Assessing individual student work at the course level.
  - Distributing student surveys.
- Participating in meetings to discuss assessment data and offer recommendations for program involvement.
- Providing assessment support staff with information on a timely basis so they can meet their information processing deadlines.
All objectives will be assessed once every three years. As several courses are offered only one time per year, the course schedule will determine the order of assessment. The tentative schedule is as follows:

**Year 1**

- ACCT-A230 Workpaper Preparation & Presentation
  - Objectives 1.1 and 1.2
  - Objectives 2.1, 2.2, 3.1, and 3.2

**Year 2**

- ACCT-A225 Payroll Accounting
  - Objectives 4.1, 4.2, and 4.3

**Year 3**

- ACCT-A210 Income Tax Preparation
  - Objective 5.1
- ACCT-A222 Introduction to Computerized Accounting
  - Objective 6.1

**Student Success Rate Goal**

The student success rate goal, for students enrolled in the degree program, is **80% of students meeting or exceeding the objective.**

**Assessment Timetable**

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<tr>
<th>Activity</th>
<th>Responsible Person</th>
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<tr>
<td>1. At the beginning of each semester one section of each class teaching assessment objectives will be selected. Instructors will be notified within the first two weeks of the semester that their class has been selected for assessment. A letter including information about completing assessment of the required objectives will be provided to each course instructor. The Faculty Degree Program Coordinator will be responsible for answering any questions.</td>
<td>Staff Assessment Coordinator</td>
</tr>
<tr>
<td>2. Course instructors will collect raw data throughout the academic year and submit it to the Staff Assessment Coordinator.</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>3. The data will be analyzed and put into Assessment Report format and given to the Faculty Degree Program Coordinator by the first day of the fall contract. The Staff Assessment Coordinator will complete the Annual Academic Assessment Survey with the information that is available to them by the June 15th deadline.</td>
<td>Staff Assessment Coordinator</td>
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</tbody>
</table>
4. The Faculty Degree Program Coordinator will review the report and provide an interpretation of results; add the status of recommendations previously adopted; and proposed recommendations to be considered. The Assessment Report will be submitted no later than September 15th.

*Note while the Assessment Handbook lists a deadline for Assessment Reports of June 15, the limited number of faculty at UAA, MSC, and Kodiak does not make this deadline feasible. Data collection will not be completed until the end of the spring semester and the Faculty Program Coordinator goes off contract and is not available until the fall contract period.

Proposed program changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program objectives and outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of proposals that could be made include:

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

**Description of Faculty Involvement**

As discussed in the previous sections faculty will have the following roles in the assessment process:

- The Faculty Program Coordinator will be responsible for writing and revising the Assessment Plan in consultation with the Council of Coordinators.
- Faculty members teaching courses will be responsible for determining how they will measure the degree program objective(s) taught in their courses and collection of the direct and indirect measures.
- The Faculty Program Coordinator will work with the Assessment Coordinator to establish data analysis methods.
- The Faculty Program Coordinator in conjunction with course instructors will develop recommendations and action plans for degree program improvement.

**Modification of the Assessment Plan**

Assessment Plans will be reviewed every year by program faculty and recommendations for plan changes will be provided to the Faculty Program Coordinator. The Faculty Program Coordinator will review the recommendations and make changes they believe will enhance their program assessment process.
APPENDIX A: COURSE LEVEL DIRECT ASSESSMENT
ACCT-A230 WORKPAPER PREPARATION & PRESENTATION

Measure Description:

Course instructors will measure the following degree program objectives in this course:

| Objective 1.1 - Prepare working papers to document analysis of year-end account balances. |
| Objective 1.2 - Prepare financial statements developed from an accounting information system. |

Instructors may choose from the following instruments to assess student learning outcomes:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written Papers</td>
<td>Compose varied length papers as part of business course assignments.</td>
</tr>
<tr>
<td>2. Case Analysis</td>
<td>Analyze aspects of a business case; develop conclusions and/or recommendations.</td>
</tr>
<tr>
<td>3. Group Projects</td>
<td>Work in teams to produce a product (report, software, presentation, business plan, etc.).</td>
</tr>
<tr>
<td>4. Quizzes</td>
<td>General course or specific course objective measurement quizzes.</td>
</tr>
<tr>
<td>5. Oral Reports</td>
<td>Individual reports delivered orally</td>
</tr>
<tr>
<td>6. Practice Sets</td>
<td>Complete major practice sets requiring application of the principles and concepts of the objective.</td>
</tr>
<tr>
<td>7. Exams</td>
<td>Utilize specific questions in an exam that relate to the stated objective as a measure. \textit{Note: You may not use the entire exam score unless the exam is exclusively on the objectives measured here.}</td>
</tr>
</tbody>
</table>

For each of the objectives instructors will complete the attached cover sheets indicating which instruments were utilized to assess student learning outcomes. Course instructors will assess individual student work as not meeting, meeting, or exceeding the program objective.

To meet the objective students should receive the equivalent of a “C” (70-79.4%) on the measured objective. Any grades above a “C” will be considered exceeding the objective. A cover sheet should be completed for each objective for each student and submitted to the Assessment Coordinator in Academic Affairs for recording. One copy of student work determined to not meet, meet, and exceed the course objective should be included for each objective for a total of 3 samples of student work per objective. The work samples do not need to come from the same student.

Factors that affect the collected data:

- The reliability of the instrument to effectively measure the considered outcome.
- Student ability to effectively utilize the instrument. For example, some students might be better at expressing themselves orally than in writing.
- Length of time between concept discussion and assessment.
- Student motivation.
• Clarity of the instrument and/or assignment.

Any of these factors can distort results for individual students or classes. However, this data will be compared to data on student perceived learning and gaps between the two can serve as possible indicators of ineffective course level assessment.

**How to interpret the data:**

Step 1: Determine whether each student met, did not meet, or exceeded the objective.  
Step 2: Determine the percentage of sampled students who have met the objective.  
Step 3: Data analysis will occur on two levels: 1) Students enrolled in the course and not enrolled in the degree program; and 2) Students enrolled in the degree program.

This data will be used to assess both course level and degree program student learning effectiveness.
Objective Measure:

Objective 1.1 - Prepare working papers to document analysis of year-end account balances.

Instruments:

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

- Written Papers
- Case Analysis
- Group Projects
- Exams
- Quizzes
- Oral Reports
- Other (specify)______________________

Assessment:

How well did the student perform on the objective?  Not met  Met  Exceeded
Objective Measure:

Objective 1.2 - Prepare financial statements developed from an accounting information system.

Instruments:

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

- Written Papers
- Case Analysis
- Group Projects
- Exams
- Quizzes
- Oral Reports
- Other (specify)______________________

Assessment:

How well did the student perform on the objective?  
Not met  
Met  
Exceeded
APPENDIX B: COURSE LEVEL DIRECT ASSESSMENT
ACCT-A101 PRINCIPLES OF FINANCIAL ACCOUNTING I

Measure Description:

Course instructors will measure the following degree program objectives in this course:

<table>
<thead>
<tr>
<th>Objective 2.1</th>
<th>Prepare appropriate journal entries to record business transactions using the double-entry accounting system and generally accepted accounting principles and assumptions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 2.2</td>
<td>Review account balances and prepare appropriate period-end adjusting entries utilizing generally accepted accounting principles and assumption.</td>
</tr>
<tr>
<td>Objective 3.2</td>
<td>Identify and discuss major internal control principles.</td>
</tr>
</tbody>
</table>

Instructors may choose from the following instruments to assess student learning outcomes:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written Papers</td>
<td>Compose varied length papers as part of business course assignments.</td>
</tr>
<tr>
<td>2. Case Analysis</td>
<td>Analyze aspects of a business case; develop conclusions and/or recommendations.</td>
</tr>
<tr>
<td>3. Group Projects</td>
<td>Work in teams to produce a product (report, software, presentation, business plan, etc.).</td>
</tr>
<tr>
<td>4. Quizzes</td>
<td>General course or specific course objective measurement quizzes.</td>
</tr>
<tr>
<td>5. Oral Reports</td>
<td>Individual reports delivered orally.</td>
</tr>
<tr>
<td>6. Practice Sets</td>
<td>Complete major practice sets requiring application of the principles and concepts of the objective.</td>
</tr>
<tr>
<td>7. Exams</td>
<td>Utilize specific questions in an exam that relate to the stated objective as a measure. Note: You may not use the entire exam score unless the exam is exclusively on the objectives measured here.</td>
</tr>
</tbody>
</table>

For each of the objectives instructors will complete the attached cover sheets indicating which instruments were utilized to assess student learning outcomes. Course instructors will assess individual student work as not meeting, meeting, or exceeding the program objective.

To meet the objective students should receive the equivalent of a “C” (70-79.4%) on the measured objective. Any grades above a “C” will be considered exceeding the objective. A cover sheet should be completed for each objective for each student and submitted to the Assessment Coordinator in Academic Affairs for recording. One copy of student work determined to not meet, meet, and exceed the course objective should be included for each objective for a total of 3 samples of student work per objective. The work samples do not need to come from the same student.
Factors that affect the collected data:

- The reliability of the instrument to effectively measure the considered outcome.
- Student ability to effectively utilize the instrument. For example, some students might be better at expressing themselves orally than in writing.
- Length of time between concept discussion and assessment.
- Student motivation.
- Clarity of the instrument and/or assignment.

Any of these factors can distort results for individual students or classes. However, this data will be compared to data on student perceived learning and gaps between the two can serve as possible indicators of ineffective course level assessment.

How to interpret the data:

Step 1: Determine whether each student met, did not meet, or exceeded the objective.
Step 2: Determine the percentage of sampled students who have met the objective.
Step 3: Data analysis will occur on two levels: 1) Students enrolled in the course and not enrolled in the degree program; and 2) Students enrolled in the degree program.

This data will be used to assess both course level and degree program student learning effectiveness.
Objective Measure:

Objective 2.1 - Prepare appropriate journal entries to record business transactions using the double-entry accounting system and generally accepted accounting principles and assumptions.

Instruments:

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

- Written Papers
- Case Analysis
- Group Projects
- Exams
- Quizzes
- Oral Reports
- Other (specify)______________________

Assessment:

How well did the student perform on the objective? Not met Met Exceeded
Student Name_____________________________________

Objective Measure:

Objective 2.2 - Review account balances and prepare appropriate period-end adjusting entries utilizing generally accepted accounting principles and assumption.

Instruments:

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

- Written Papers
- Case Analysis
- Group Projects
- Exams
- Quizzes
- Oral Reports
- Other (specify)______________________

Assessment:

How well did the student perform on the objective? Not met Met Exceeded
Objective Measure:

Objective 3.1 - Demonstrate the ability to record and post accounting transactions into appropriate journals and ledgers.

Instruments:

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

- Written Papers
- Case Analysis
- Group Projects
- Exams
- Quizzes
- Oral Reports
- Other (specify)______________________

Assessment:

How well did the student perform on the objective? Not met Met Exceeded
Student Name_____________________________________

Objective Measure:

Objective 3.2 - Identify and discuss major internal control principles.

Instruments:

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

- Written Papers
- Case Analysis
- Group Projects
- Exams
- Quizzes
- Oral Reports
- Other (specify)______________________

Assessment:

How well did the student perform on the objective? Not met Met Exceeded
APPENDIX C: COURSE LEVEL DIRECT ASSESSMENT
ACCT-A225 PAYROLL ACCOUNTING

Measure Description:

Course instructors will measure the following degree program objectives in this course:

| Objective 4.1 | Calculate appropriate gross wages and salaries, along with appropriate payroll tax withholdings and employer expenses. |
| Objective 4.2 | Record payroll transactions using appropriate journals and ledgers. |
| Objective 4.3 | Prepare required payroll tax reports. |

Instructors may choose from the following instruments to assess student learning outcomes:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written Papers</td>
<td>Compose varied length papers as part of business course assignments.</td>
</tr>
<tr>
<td>2. Case Analysis</td>
<td>Analyze aspects of a business case; develop conclusions and/or recommendations.</td>
</tr>
<tr>
<td>3. Group Projects</td>
<td>Work in teams to produce a product (report, software, presentation, business plan, etc.).</td>
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<td>4. Quizzes</td>
<td>General course or specific course objective measurement quizzes.</td>
</tr>
<tr>
<td>5. Oral Reports</td>
<td>Individual reports delivered orally.</td>
</tr>
<tr>
<td>6. Practice Sets</td>
<td>Complete major practice sets requiring application of the principles and concepts of the objective.</td>
</tr>
<tr>
<td>7. Exams</td>
<td>Utilize specific questions in an exam that relate to the stated objective as a measure. <strong>Note: You may not use the entire exam score unless the exam is exclusively on the objectives measured here.</strong></td>
</tr>
</tbody>
</table>

For each of the objectives instructors will complete the attached cover sheets indicating which instruments were utilized to assess student learning outcomes. Course instructors will assess individual student work as not meeting, meeting, or exceeding the program objective.

To meet the objective students should receive the equivalent of a “C” (70-79.4%) on the measured objective. Any grades above a “C” will be considered exceeding the objective. A cover sheet should be completed for each objective for each student and submitted to the Assessment Coordinator in Academic Affairs for recording. One copy of student work determined to not meet, meet, and exceed the course objective should be included for each objective for a total of 3 samples of student work per objective. The work samples do not need to come from the same student.

Factors that affect the collected data:

- The reliability of the instrument to effectively measure the considered outcome.
- Student ability to effectively utilize the instrument. For example, some students might be better at expressing themselves orally than in writing.
• Length of time between concept discussion and assessment.
• Student motivation.
• Clarity of the instrument and/or assignment.

Any of these factors can distort results for individual students or classes. However, this data will be compared to data on student perceived learning and gaps between the two can serve as possible indicators of ineffective course level assessment.

**How to interpret the data:**

Step 1: Determine whether each student met, did not meet, or exceeded the objective.
Step 2: Determine the percentage of sampled students who have met the objective.
Step 3: Data analysis will occur on two levels: 1) Students enrolled in the course and not enrolled in the degree program; and 2) Students enrolled in the degree program.

This data will be used to assess both course level and degree program student learning effectiveness.
Student Name_____________________________________

Objective Measure:

Objective 4.1 - Calculate appropriate gross wages and salaries, along with appropriate payroll tax withholdings and employer expenses.

Instruments:

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

Written Papers    Case Analysis    Group Projects    Exams
Quizzes           Oral Reports    Other (specify)______________________

Assessment:

How well did the student perform on the objective?    Not met    Met    Exceeded
Objective Measure:
Objective 4.2 - Record payroll transactions using appropriate journals and ledgers.

Instruments:

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

- Written Papers
- Case Analysis
- Group Projects
- Exams
- Quizzes
- Oral Reports
- Other (specify)______________________

Assessment:

How well did the student perform on the objective? Not met Met Exceeded
Objective Measure:

Objective 4.3- Prepare required payroll tax reports.

Instruments:

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

- Written Papers
- Case Analysis
- Group Projects
- Exams
- Quizzes
- Oral Reports
- Other (specify)______________________

Assessment:

How well did the student perform on the objective?  Not met  Met  Exceeded
APPENDIX D: COURSE LEVEL DIRECT ASSESSMENT  
ACCT-A210 INCOME TAX PREPARATION

Measure Description:

Course instructors will measure the following degree program objectives in this course:

Objective 5.1 - Complete a comprehensive individual income tax return project utilizing Internal Revenue Service code.

Instructors may choose from the following instruments to assess student learning outcomes:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written Papers</td>
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<td>Complete major practice sets requiring application of the principles and concepts of the objective.</td>
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<td>7. Exams</td>
<td>Utilize specific questions in an exam that relate to the stated objective as a measure. <strong>Note:</strong> You may not use the entire exam score unless the exam is exclusively on the objectives measured here.</td>
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</table>

For each of the objectives instructors will complete the attached cover sheets indicating which instruments were utilized to assess student learning outcomes. Course instructors will assess individual student work as not meeting, meeting, or exceeding the program objective.

To meet the objective students should receive the equivalent of a “C” (70-79.4%) on the measured objective. Any grades above a “C” will be considered exceeding the objective. A cover sheet should be completed for each objective for each student and submitted to the Assessment Coordinator in Academic Affairs for recording. One copy of student work determined to not meet, meet, and exceed the course objective should be included for each objective for a total of 3 samples of student work per objective. The work samples do not need to come from the same student.

Factors that affect the collected data:

- The reliability of the instrument to effectively measure the considered outcome.
- Student ability to effectively utilize the instrument. For example, some students might be better at expressing themselves orally than in writing.
- Length of time between concept discussion and assessment.
- Student motivation.
- Clarity of the instrument and/or assignment.

Any of these factors can distort results for individual students or classes. However, this data will be compared to data on student perceived learning and gaps between the two can serve as possible indicators of ineffective course level assessment.
How to interpret the data:

Step 1: Determine whether each student met, did not meet, or exceeded the objective.
Step 2: Determine the percentage of sampled students who have met the objective.
Step 3: Data analysis will occur on two levels: 1) Students enrolled in the course and not enrolled in the degree program; and 2) Students enrolled in the degree program.

This data will be used to assess both course level and degree program student learning effectiveness.
Objective Measure:

Objective 5.1 - Complete a comprehensive individual income tax return project utilizing Internal Revenue Service code.

Instruments:

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

- Written Papers
- Case Analysis
- Group Projects
- Exams
- Quizzes
- Oral Reports
- Other (specify)______________________

Assessment:

How well did the student perform on the objective? Not met Met Exceeded
APPENDIX E: COURSE LEVEL DIRECT ASSESSMENT
ACCT-A222 INTRODUCTION TO COMPUTERIZED ACCOUNTING

Measure Description:

Course instructors will measure the following degree program objectives in this course:

Objective 6.1 - Complete a comprehensive, hands-on project utilizing accounting software application.

Instructors may choose from the following instruments to assess student learning outcomes:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written Papers</td>
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</tbody>
</table>

For each of the objectives instructors will complete the attached cover sheets indicating which instruments were utilized to assess student learning outcomes. Course instructors will assess individual student work as not meeting, meeting, or exceeding the program objective.

To meet the objective students should receive the equivalent of a “C” (70-79.4%) on the measured objective. Any grades above a “C” will be considered exceeding the objective. A cover sheet should be completed for each objective for each student and submitted to the Assessment Coordinator in Academic Affairs for recording. One copy of student work determined to not meet, meet, and exceed the course objective should be included for each objective for a total of 3 samples of student work per objective. The work samples do not need to come from the same student.

Factors that affect the collected data:

- The reliability of the instrument to effectively measure the considered outcome.
- Student ability to effectively utilize the instrument. For example, some students might be better at expressing themselves orally than in writing.
- Length of time between concept discussion and assessment.
- Student motivation.
- Clarity of the instrument and/or assignment.
Any of these factors can distort results for individual students or classes. However, this data will be compared to data on student perceived learning and gaps between the two can serve as possible indicators of ineffective course level assessment.

**How to interpret the data:**

Step 1: Determine whether each student met, did not meet, or exceeded the objective.
Step 2: Determine the percentage of sampled students who have met the objective.
Step 3: Data analysis will occur on two levels: 1) Students enrolled in the course and not enrolled in the degree program; and 2) Students enrolled in the degree program.

This data will be used to assess both course level and degree program student learning effectiveness.
Student Name____________________________

Objective Measure:

Objective 6.1 - Complete a comprehensive, hands-on project utilizing accounting software application.

Instruments:

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

- Written Papers
- Case Analysis
- Group Projects
- Exams
- Quizzes
- Oral Reports
- Other (specify)______________________

Assessment:

How well did the student perform on the objective?    Not met    Met    Exceeded
APPENDIX F: INDIRECT ASSESSMENT
STUDENT SURVEYS

Measure Description:

Student surveys will be utilized to measure student perceived learning in each of the degree program objectives for the sample group. Surveys will be done at the course level at the end of each semester. Students will be asked to measure their level of mastery of the stated course-level objectives on a scale of 1-4 as follows:

1 = Did not meet the objective
2 = Somewhat met the objective
3 = Met the objective
4 = Exceeded the objective

Factors that affect the collected data:

- The reliability of the instrument to effectively measure the considered outcome.
- Student ability to effectively utilize the instrument.
- Length of time between concept discussion and assessment.
- Student motivation.
- Clarity of the instrument.
- As the surveys are not anonymous, students may be reluctant to admit they did not meet the objective.

Any of these factors can distort results for individual students or classes. However, this data will be compared to data on direct learning based on student work. Gaps between the two can serve as possible indicators of ineffective indirect assessment.

How to interpret the data:

Step 1: Determine student perceived mastery of the objective (on a scale of 1-4).
Step 2: Determine the average perceived learning score of sampled students.
Step 3: Data analysis will occur on two levels: 1) Students enrolled in the course and not enrolled in the degree program; and 2) Students enrolled in the degree program.

This data will be used to assess both course level and degree program student learning effectiveness.
STUDENT SURVEY
ACCT-A230 WORKPAPER PREPARATION & PRESENTATION

Student Name______________________________

This survey has been designed as part of the campus wide Degree Program Assessment for the AAS Accounting Degree. As this class is a required course for the AAS Accounting degree, students are being asked to describe their level of mastery of the stated course-level objectives.

Please rate how well you feel you met each of the following course level objectives.

1. Able to prepare working papers to document analysis of year-end account balances.
   1 = Did not meet the objective
   2 = Somewhat met the objective
   3 = Met the objective
   4 = Exceeded the objective

2. Able to prepare financial statements developed from an accounting information system.
   1 = Did not meet the objective
   2 = Somewhat met the objective
   3 = Met the objective
   4 = Exceeded the objective
STUDENT SURVEY
ACCT-A101 PRINCIPLES OF FINANCIAL ACCOUNTING I

Student Name________________________________

This survey has been designed as part of the campus wide Degree Program Assessment for the AAS Accounting Degree. As this class is a required course for the AAS Accounting Degree, students are being asked to describe their level of mastery of the stated course-level objectives.

Please rate how well you feel you met each of the following course level objectives.

1. Able to prepare appropriate journal entries to record business transactions using the double-entry accounting system and generally accepted accounting principles and assumptions.

   1 = Did not meet the objective
   2 = Somewhat met the objective
   3 = Met the objective
   4 = Exceeded the objective

2. Able to review account balances and prepare appropriate period-end adjusting entries utilizing generally accepted accounting principles and assumptions.

   1 = Did not meet the objective
   2 = Somewhat met the objective
   3 = Met the objective
   4 = Exceeded the objective

3. Able to demonstrate the ability to record and post accounting transactions into appropriate journals and ledgers.

   1 = Did not meet the objective
   2 = Somewhat met the objective
   3 = Met the objective
   4 = Exceeded the objective

4. Able to identify and discuss major internal control principles.

   1 = Did not meet the objective
   2 = Somewhat met the objective
   3 = Met the objective
   4 = Exceeded the objective
STUDENT SURVEY
ACCT-A225 PAYROLL ACCOUNTING

Student Name________________________________

This survey has been designed as part of the campus wide Degree Program Assessment for the AAS Accounting Degree. As this class is a required course for the AAS Accounting Degree, students are being asked to describe their level of mastery of the stated course-level objectives.

Please rate how well you feel you met each of the following course level objectives.

1. Able to calculate appropriate gross wages and salaries, along with appropriate payroll tax withholdings and employer expenses.

   1 = Did not meet the objective
   2 = Somewhat met the objective
   3 = Met the objective
   4 = Exceeded the objective

2. Able to record payroll transactions using appropriate journals and ledgers.

   1 = Did not meet the objective
   2 = Somewhat met the objective
   3 = Met the objective
   4 = Exceeded the objective

3. Able to prepare required payroll tax reports.

   1 = Did not meet the objective
   2 = Somewhat met the objective
   3 = Met the objective
   4 = Exceeded the objective
STUDENT SURVEY
ACCT-A210 INCOME TAX PREPARATION

Student Name____________________________________

This survey has been designed as part of the campus wide Degree Program Assessment for the AAS Accounting Degree. As this class is a required course for the AAS Accounting Degree, students are being asked to describe their level of mastery of the stated course-level objectives.

Please rate how well you feel you met each of the following course level objectives.

1. Able to complete a comprehensive individual income tax return project utilizing Internal Revenue Service code.
   1 = Did not meet the objective
   2 = Somewhat met the objective
   3 = Met the objective
   4 = Exceeded the objective
STUDENT SURVEY
ACCT-A222 INTRODUCTION TO COMPUTERIZED ACCOUNTING

Student Name________________________________

This survey has been designed as part of the campus wide Degree Program Assessment for the AAS Accounting Degree. As this class is a required course for the AAS Accounting Degree, students are being asked to describe their level of mastery of the stated course-level objectives.

Please rate how well you feel you met each of the following course level objectives.

1. Able to complete a comprehensive, hands-on project utilizing accounting software application.

   1 = Did not meet the objective
   2 = Somewhat met the objective
   3 = Met the objective
   4 = Exceeded the objective
A.A.S. Paramedical Technology

Academic Assessment Plan

Adopted by

The Paramedical Technology faculty: 03/31/2017

Submitted to the Academic Assessment Committee via:
ayaac@uaa.alaska.edu
03/31/2017

Reviewed by the Academic Assessment Committee: 4/7/17
Reviewed as an informational item by the Faculty Senate: Date TBD
MISSION STATEMENT

The Mission of the University of Alaska-Anchorage, Southcentral Paramedic Program is to train and educate EMS professionals to become competent, capable, and compassionate entry level Paramedics.

Students completing this course of study will be eligible to take the National Registry of EMTs Paramedic computer-based testing and practical exams. Upon successfully receiving their National Registry Paramedic certification, students may then apply to the State of Alaska’s Medical Board for licensure as a Mobile Intensive Care Paramedic (MICP).

The National Highway Traffic Safety Administration, a division of the Department of Transportation, implemented the National EMS Standards in 2009. These Standards define the minimal entry-level educational competencies for each level of EMS personnel as identified in the National EMS Scope of Practice Model. The standards further identify 14 learning outcomes that the Paramedical Technology Program has adopted. The students and the program are assessed by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) on each of these specific outcomes. National program accreditation is awarded by CAAHEP upon recommendation of CoAEMSP. Graduating students are eligible for testing by the National Registry of Emergency Medical Technicians.

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with an Associates of Applied Science in Paramedical Technology will be able to:

1. Integrate comprehensive knowledge of EMS systems, safety/well-being of the paramedic, and medical/legal and ethical issues, which is intended to improve the health of EMS personnel, patients, and the community.

2. Integrate a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems.

3. Integrate comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals.

4. Integrate comprehensive knowledge of pathophysiology of major human systems.

5. Integrate comprehensive knowledge of life span development.

6. Apply fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.

7. Integrate comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.
8. Integrate complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.

9. Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.

10. Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint.

11. Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states. Integrates a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.

12. Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient.

13. Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.

14. Demonstrate knowledge of EMS operational roles and responsibilities to ensure safe patient, public, and personnel safety.
A description of the tools used in the assessment of the program outcomes and their implementation are summarized in Table 1. The tools and their relationships to the program outcomes are listed in Table 2.

**Table 1: Program Objectives Assessment Tools and Administration**

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/ Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignments Quizzes Exams</strong></td>
<td>Students are given homework assignments for each chapter and an exam that goes with each chapter. Students are also given a written and practical final exams at the end of each semester.</td>
<td>Varies over the semester.</td>
<td>Students have all of their homework assignment provided &amp; graded via an online LMS. Exams are administered via secured computer based testing. Specific assignments and tests are selected each semester and reviewed anonymously.</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>National Registry PPCP Skill Sheets</strong></td>
<td>Paramedic Psychomotor Competency Portfolio (PPCP) are specific skills assessment sheets available for each skill objective and correlates with the National Registry of EMT’s exams. Students must pass each PPCP Sheet to complete the program.</td>
<td>Each time an objective is taught as a specific unit. (some each semester)</td>
<td>Pass/Fail criteria for each PPCP and collected by faculty. Pass/Fail rates and portfolio completion are assessed.</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>Nat. Specialty: ACLS AMLS PALS PEPP PHTLS</strong></td>
<td>These are nationally recognized specialty mini-courses (16 hrs ea) that are required for course completion.</td>
<td>Each specialty course will be taught at some point during the program during the time frame the subject is taught.</td>
<td>Written exam and practical skills results are collected at the end of each specialty course. Results are documented on the terminal competency form.</td>
<td>Faculty (KPC/MSC faculty are qualified to administer these national level courses &amp; exams)</td>
</tr>
<tr>
<td><strong>Clinical Evaluations</strong></td>
<td>Preceptor’s assessment of student performance (cognitive, affective, and psychomotor evaluations) during in-hospital clinical rotations.</td>
<td>At the end of each day’s rotation.</td>
<td>Student submits to instructor once per week. Clinical evaluations are reviewed each semester for student performance and site evaluation.</td>
<td>Faculty, Preceptors, Mentors</td>
</tr>
<tr>
<td><strong>Field Evaluations</strong></td>
<td>Preceptor’s assessment of student performance (cognitive, affective, and psychomotor evaluations) during ambulance ride-alongs and also the capstone internship.</td>
<td>Daily ambulance evaluations, and quarterly field internship evaluations by preceptor.</td>
<td>Daily ride-along evals must be turned in weekly. Capstone internship evals must be mailed to Faculty on a regular basis (at 120 hours, 240 hours, 360 hours and 480 hours). Clinical evaluations are reviewed each semester for student performance and site evaluation.</td>
<td>Preceptors and Field Training Officers</td>
</tr>
<tr>
<td><strong>Capstone Summative Exams</strong></td>
<td>Upon completion of the Capstone Field Internship the student must successfully complete a program summative written and practical exam.</td>
<td>Completed at the completion of all course work and the capstone internship.</td>
<td>Summative written and practical exam results are collected at the completion of the exam. Student performance is reviewed in relationship to capstone curriculum and experience.</td>
<td>Faculty</td>
</tr>
</tbody>
</table>
Table 2: Association of Assessment Tools to Program Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Homework and Written Exams</th>
<th>PPCP Skills &amp; Practical Exams</th>
<th>ACLS</th>
<th>PALS/PEPP</th>
<th>AMLS</th>
<th>ITLS/PHTLS</th>
<th>NREMT Practical Exam</th>
<th>Field Evaluations</th>
<th>Clinical Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparatory - Integrate comprehensive knowledge of EMS systems, safety/well-being of the paramedic, and medical/legal and ethical issues, which is intended to improve the health of EMS personnel, patients, and the community.</td>
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<td>2. Anatomy &amp; Physiology - Integrate a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems.</td>
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<tr>
<td>3. Medical Terminology - Integrate comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals.</td>
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<tr>
<td>4. Pathophysiology - Integrate comprehensive knowledge of pathophysiology of major human systems.</td>
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<tr>
<td>5. Life Span Development - Integrate comprehensive knowledge of life span development.</td>
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<tr>
<td>6. Public Health - Apply fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.</td>
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<tr>
<td>7. Pharmacology - Integrate comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.</td>
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<tr>
<td>8. Airway Management, Respiration, and Artificial Ventilation - Integrate complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate</td>
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<td>Objective</td>
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<tr>
<td>9. Patient Assessment</td>
<td>Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.</td>
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<tr>
<td>10. Medicine</td>
<td>Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint.</td>
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<tr>
<td>11. Shock and Resuscitation</td>
<td>Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states. Integrates a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.</td>
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<tr>
<td>12. Trauma</td>
<td>Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient.</td>
<td>1</td>
<td>1</td>
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<tr>
<td>13. Special Patient Population</td>
<td>Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.</td>
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<tr>
<td>14. EMS Operations</td>
<td>Demonstrate knowledge of operational roles and responsibilities to ensure safe patient, public, and personnel safety.</td>
<td>1</td>
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</tbody>
</table>

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

**SHARED PROGRAM ASSESSMENT TIME-LINE:**

PSLO’s for EMS programs are mandated by the National Highway Traffic Safety Administration (NHTSA). Since the program has a large number of mandatory PSLO’s, the program performs a complete program assessment, including each of the 14 Student Learning Outcomes over a three-year cycle.

**Year One**

*Outcome 1:* Integrate comprehensive knowledge of EMS systems, safety/well-being of the paramedic, and medical/legal and ethical issues, which is intended to improve the health of EMS personnel, patients, and the community.

*Outcome 2:* Integrate a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems.

*Outcome 9:* Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.

*Outcome 12:* Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient.

**Year Two**

*Outcome 3:* Integrate comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals.

*Outcome 5:* Integrate comprehensive knowledge of life span development.

*Outcome 6:* Aply fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.

*Outcome 10:* Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint.

*Outcome 13:* Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.

**Year Three**

*Outcome 4:* Integrate comprehensive knowledge of pathophysiology of major human systems.

*Outcome 7:* Integrate comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.

*Outcome 8:* Integrate complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
**Outcome 11:** Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states. Integrates a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.

**Outcome 14:** Demonstrate knowledge of EMS operational roles and responsibilities to ensure safe patient, public, and personnel safety.

Upon completing the three-year program assessment cycle, the program will re-evaluate the program assessment plan and restart the assessment process over a new three-year period.

**DATA AGGREGATION & SHARED PROGRAM ASSESSMENT REPORT SUBMISSION:**

Initial collection of data for each PSLO will occur separately on each campus where the program is offered (Kenai Peninsula College and Matanuska Susitna College) by local program faculty. Following the initial submission and review of individual campus data, those data subsets will be combined into a single data set reflecting the shared program assessment results and accompany the Shared Program Assessment Report.

This two-step analysis of the data will allow the program to understand differences between the individual campuses and provide valuable information about the program as a whole.

Beginning in August of each year program faculty will agree on the specific Program Objectives Assessment Tools (artifacts) and collect individual campus data for PSLO’s evaluated. Program Faculty will meet to review and compare individual campus data during the year. Following the review of individual campus data, program faculty will combine the data to create an aggregate data set and perform a shared assessment data review. All findings will be reported in the yearly narrative report the following fall.

Every third year program faculty will meet to review all annual Shared Program Assessment Reports and update the Shared Program Assessment Plan.

*The following form will be the primary tool used for the collection and submission of individual campus data and aggregate program data. Forms for each PSLO evaluated will accompany the program’s Annual Shared Program Assessment Report.*
Program Student Learning Outcomes Data Collection Cover Sheet

A.A.S Paramedical Technology

Each year programs are assessed on student learning outcomes based on the procedure outlined in the program's assessment plan. Assessment methods include direct measures (assignments, exams, papers, projects, presentations, journals, etc.) or indirect measures (overall course grades, student surveys, employer surveys, etc.). The standard is to have at least two different direct measures per program outcome.

Please provide assessment data for the student learning outcome listed below by filling out this form and including it along with the Program Assessment Report as outlined in the Program Assessment Plan.

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Subject:</th>
<th>Course:</th>
<th>Section:</th>
<th>CRN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome:</td>
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</table>

- As it relates to the PROGRAM student learning outcome being assessed:
  - Assignment name: __________________________
  - Assignment description: ________________________

- Please write number of students assessed (only include those who attempted)
- Please write total enrollment number
- Please write total points possible on assignment
- Please write points (or percent) required for success

Please complete each of the following:

- Attach copy of assignment (exam, quiz, essay, homework, etc.) used to assess student learning outcome.
- List all individual scores on page 2 of this sheet, OR attach a copy of your grade sheet. Please do not include any student names or identifiers.

- And CHOOSE ONE:
  - Attach a complete scoring rubric
    -- OR --
  - Or provide samples of excellent, mediocre, and unsuccessful work, without including any student names. Just one or two samples of each type; no need to provide copies of all students' assignments.
Program Student Learning Outcomes Data Collection Cover Sheet

1. Do you have any other information, observations, or analysis that you would like to add to the results of this particular assessment tool that will help prepare the AY16 assessment report?

2. Do you have any suggestions to improve student success for this program learning outcome?

3. Do you have any comment or suggestion on how we assess this particular program learning outcome?

4. Please list any comment you have regarding unassessed students (withdrawals, audits, no shows, emergencies, etc.).

<table>
<thead>
<tr>
<th>Student</th>
<th>Score:</th>
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<tbody>
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</table>

(If score represented as letter grade, it will be interpreted as A=4, B=3, C=2, D=1, F=0)
Academic Assessment Handbook

This document is created and maintained by the
Academic Assessment Committee of the Faculty Senate.

Proposed Updates 4/7/17 April 2014 Revision

Peer Leadership in Program Improvement

For the electronic version of this handbook and your program’s most recent Academic Assessment Plan, go to https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/index.csh.html

http://www.uaa.alaska.edu/governance/academic_assessment_committee/
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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. All assessment related documents are to be submitted to the OAA for distribution to the AAC. Documents should be forwarded to uaa.aac@alaska.edu.

II. ACADEMIC ASSESSMENT

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.

A. Annual Academic Assessment Process: Departmental/Program/College Level

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 for the following year. Programs report the details of their assessment activities to the colleges, which review, archive, and use the information of these reports in their further work with the programs. Reports 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

Assessment coordinators for each program must complete the Annual Academic Assessment Survey based on the program’s assessment activities completed each year. All programs, including those with suspended admissions, must complete the survey. The Annual Academic Assessment Survey gathers general information about a program’s assessment activities and enables the AAC to report on the status of assessment activities at UAA for institutional, accreditation and BOR needs and purposes.

The AAC allows programs that are assessed using the same assessment plan to complete only one survey, for example, the Anthropology BA and BS. Requests should be submitted to the AAC at ayaac@uaa.alaska.edu.

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, on the AAC’s website at
http://www.uaa.alaska.edu/governance/academic_assessment_committee/annual_surveys.cfm

<table>
<thead>
<tr>
<th>Annual Academic Assessment Survey (required for all programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey dates</td>
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</tbody>
</table>

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C. **Annual Academic Assessment Report: Institutional Level**

The results of the Annual Academic Assessment Survey are used to create institutional and college level reports. These reports are posted on the [Academic Assessment Repository](https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx). The [AAC’s website](http://www.uaa.alaska.edu/governance/academic_assessment_committee/index.cfm).

III. **THE ACADEMIC ASSESSMENT PLAN**

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 Academic Assessment Plan template, which can be found on the AAC’s website. Programs are not required to use the template, as long as the plan addresses the required categories.

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, whose contact information can be found on the AAC website.

A. **Academic Assessment Plan Requirements**

All programs are required to have an Academic Assessment Plan on file. All changes to Academic Assessment Plans, major and minor, must be submitted to the AAC through the CIM curriculum workflow for program proposals at [https://nextcatalog.uaa.alaska.edu/programadmin/](https://nextcatalog.uaa.alaska.edu/programadmin/). The process and document requirements for Academic Assessment Plans are outlined in the following sections.

Major revisions to Academic Assessment Plans include additions, deletions, or changes that have a substantive effect on the intent 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.
The AAC Chair(s) determine whether Academic Assessment Plan revisions are major or minor. Programs who are unsure whether their Academic Assessment Plan changes are major or minor can email the AAC at uaa.aac@alaska.edu.

**B. Review Process for New & Revised Academic Assessment Plans**

**New Academic Assessment Plans and major Revisions to Academic Assessment Plans**

New Academic Assessment Plans and major revisions to Academic Assessment Plans must be approved through the CIM program proposal process. Academic Assessment Plans are submitted by the faculty initiator. Through the workflow, the plan is reviewed on the Academic Assessment Plan Action Form by the program, the college curriculum or assessment committee, and the Dean (and Campus Director when applicable)/Director of the college before being submitted to the AAC. For document requirements see Table 1.

After all required documents have been submitted to the AAC through this process at ayaac@uaa.alaska.edu, the AAC will contact the faculty initiator to schedule the review (please see Table 1 for required documents). 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 held 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 website.

**Minor revisions to Academic Assessment Plans**

Minor revisions to Academic Assessment Plans should be approved at the program level and then submitted to the AAC at ayaac@uaa.alaska.edu. For required documents see Table 1.

Minor revisions to Academic Assessment Plans do not require full AAC review. They are submitted through the same process. After review at the college level, all required documents have been submitted to the AAC, the revised assessment plan will be placed as an information item on the next AAC agenda. A faculty representative does not need to attend that meeting. After the informational review, the AAC will send an informational item to the Faculty Senate and posted the Academic Assessment Plan to the AAC’s website, and the program and dean’s office will be notified.

**C. Document Requirements for New & Revised Academic Assessment Plans**

The following table details the document requirements for submissions of new or revised Academic Assessment Plans.

<p>| Table 1. Document Requirements |  |  |  |  |  |</p>
<table>
<thead>
<tr>
<th>Status</th>
<th>Academic Assessment Documents Required</th>
<th>Submission Date to <a href="mailto:uaa.aac@alaska.edu">uaa.aac@alaska.edu</a></th>
</tr>
</thead>
</table>
| New Program or Major Revision to Existing Program | • Academic Assessment Plan (if revised, submit track changes version and clean copy)  
• Academic Assessment Plan Action Form  
• Catalog copy with PSLO’s | Must be submitted when the program is submitted to the academic boards (see the Curriculum Handbook, pg. 4) |
| Major Revision of Academic Assessment Plan (including revisions to PSLO’s) | • Academic Assessment Plan (track changes version and clean copy)  
• Academic Assessment Plan Action Form  
• Catalog copy with PSLO’s (if changing PSLO’s) | As determined by program (To ensure PSLOs are in the UAA Catalog for the following year, programs must submit PSLO revisions to uaa.aac@alaska.edu by March 1. Submissions received after March 1 will still be accepted but may not be reflected in the following year’s catalog). |
| Minor Revision of Academic Assessment Plan | • Academic Assessment Plan (track changes version and clean copy) | As determined by program |

### IV. Academic Assessment Repository and Resources

- Current forms and templates can be found on the AAC’s website at: [http://www.uaa.alaska.edu/governance/academic_assessment_committee](http://www.uaa.alaska.edu/governance/academic_assessment_committee)
- The Academic Assessment Repository incorporates current templates and information about Access to the Annual Academic Assessment Reports, Annual Academic Assessment Survey, and Academic Assessment Plans and copies of Annual Academic Assessment Reports can be found on the AAC’s website at: [https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx](https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx)
  [http://www.uaa.alaska.edu/governance/academic_assessment_committee/annual_surveys.html](http://www.uaa.alaska.edu/governance/academic_assessment_committee/annual_surveys.html)
- The AAC’s agendas, members, and assessment seminars and workshops, can be found on the committee’s website at: [https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/index.cshtml](https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/index.cshtml)
- The AAC can be contacted at [uaa.aac@alaska.edu](mailto:uaa.aac@alaska.edu) or by contacting the Chair(s) of the AAC, whose contact information can be found on the AAC website.
Appendix: UAA Academic Assessment Plan Template Guidance

The Academic Assessment Committee (AAC) does not require programs to follow a specific template for 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.

For more information about the submission process for Academic Assessment Plans, please see the Academic Assessment Handbook on the AAC’s website, www.uaa.alaska.edu/governance/academic_assessment_committee.

<table>
<thead>
<tr>
<th>Required Category</th>
<th>Characteristic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement: 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>Program Student Learning Outcomes: 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>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>Relevant</td>
<td>The set of outcomes should cover the intent of the program as articulated in the mission statement.</td>
</tr>
<tr>
<td>Required Category</td>
<td>Characteristic</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Achievable</td>
<td></td>
<td>Students can be reasonably expected to attain the outcomes.</td>
</tr>
<tr>
<td>Measurability</td>
<td></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>
</tr>
</tbody>
</table>

**Measures:** Assessment measures are the tools 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.

<p>| Description of measure | The description of each measure should be clear and complete to an outside observer. |
| Direct measures        | 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. |
| Indirect measures      | “Indirect measures gather perceptions of learning, opinions about learning, or reflections on learning rather than direct demonstrations of the results of learning”(^1) 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. |
| Multiple measures      | 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. |
| Connection to outcomes | 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... |</p>
<table>
<thead>
<tr>
<th>Required Category</th>
<th>Characteristic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>difficult to use as an assessment tool because course grades are influenced by too many factors to isolate out performance relative to a <strong>program</strong> outcome.</td>
</tr>
<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><strong>Process:</strong></td>
<td>Faculty involvement in the assessment process</td>
<td>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></td>
<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>
</tr>
<tr>
<td></td>
<td>Currency</td>
<td>The plan is reviewed and/or revised regularly by the program’s faculty.</td>
</tr>
<tr>
<td></td>
<td>Responsible parties</td>
<td>The faculty responsible for coordination and implementation should be identified and supported in their assessment duties.</td>
</tr>
</tbody>
</table>