Academic Affairs
University of Alaska Anchorage

3211 Providence Drive
Anchorage, AK 99508-4614
T 907.786.1050, F 907.786.1426
www.uaa.alaska.edu/academicaffairs/

UAA Faculty Senate Academic Assessment Committee
Agenda: May 5, 2017
11:00am - 12:30pm, ADM 204 *(note room change)*
Skype for Business: Join online at https://meet.uaa.alaska.edu/macarlson/I6FZBWWQ
or Call 786-6755 and enter Conference ID 642461

1. Welcome, Introduction of New Members, and Thanks (Roster pg. 4)

2. Approval of Agenda

3. Approval of Minutes (pgs. 5-8)

4. 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
   - Academic Assessment Repository on SharePoint
     https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx
   - Shared Assessment Plan Status for Programs with Multiple Delivery Sites (pg. 9)

5. Assessment Plan Reviews
   Assessment plans attached for your review. Links to the curriculum provided below.
   - 11:00: Economics BA, Program Representative: Lance Howe, Associate Professor of Economics (pgs. 10-21)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=ECON-BA
   - 11:20: Aviation Technology BS, Program Representative: Raymond Weber, Assistant Professor of Aviation Technology (pgs. 22-51)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=AVTE-BS
   - 11:40: Special Education MEd/GC, Program Representative: Cassie Wells, Term Assistant Professor of Special Education, Krista James, Term Assistant Professor of Special Education (pgs. 52-54)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=SPED-MED
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=SPED-GRCERT
   - 12:00: Outdoor Leadership AAS, Program Representative: Sharry Miller, Instructor and Administrator of Industrial Technology (pgs. 55-59)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=ODLD-AAS

6. Informational Assessment Plan Changes
   - Children's Mental Health GC (pgs. 60-73)

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https://nextcatalog.uaa.alaska.edu/programadmin/?code=CMHL-GRCERT

- Early Childhood Education BA and PBCT (pgs. 74-102)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=BAEC-BA
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=ERCH-PBCERT

- Psychology BA/BS (pgs. 103-112)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=PSYC-BA
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=PSYC-BS

7. Upcoming Plans
   - Culinary Arts AAS – faculty unavailable, deferred to Fall
   - Hospitality and Restaurant Management – faculty unavailable, deferred to Fall

8. Information Items
   - Academic Assessment Handbook Revisions to Faculty Senate for approval (pgs. 113-122)
   - Annual Academic Assessment Survey (April 1st – June 15th) – live, access for designated faculty through the Academic Assessment Repository
   - General Education Soirée – Monday and Tuesday, May 8-9th, 8:30-1:00 in LIB 307 and by distance 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
	Christina McDowell, CBPP		Cynthia Falcone, Kodiak
	Vacant, COE		Craig Titus, PWSC
	Jennifer McFerran Brock, CoEng		

X = Attendance

Scheduled Meeting Dates Academic Year 2017 ***(First and third Fridays unless otherwise noted)***		
Date	**Time**	**Location**
~~9/2~~	~~11:00-12:30p~~	~~ADM 204~~
~~**9/9**~~	~~**Assessment Seminar 9:00-12:30**~~	~~**LIB 307**~~
~~9/16~~	~~11:30-1:00~~ ~~(time change)~~	~~ADM 201~~ ~~(room change)~~
~~10/7~~	~~11:15-12:45~~~~(time change)~~	~~ADM 204~~
~~10/21~~	~~11:15-12:30p~~ ~~(time change)~~	~~ADM 204~~

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Date	**Time**	**Location**
~~11/4~~	~~Cancelled~~	
~~11/18~~	~~Cancelled~~	
~~12/2~~	~~Cancelled~~	
~~1/20~~	~~11:00-12:30p~~	~~ADM 204~~
~~2/3~~	~~11:00-12:30p~~	~~ADM 204~~
~~2/17~~	~~Cancelled~~	
~~3/3~~	~~11:00-12:30p~~	~~ADM 204~~
~~3/17~~	~~Holiday~~	~~-~~
~~4/7~~	~~11:30-12:30p~~	~~ADM 204~~
~~4/21~~	~~11:00-12:30p~~	~~ADM 204~~
5/5	11:00-12:30p	ADM 204 (Room Change)

2017-2018 Faculty Senate Academic Assessment Committee

Al Grant *2017-2019*	Community and Technical College	argrant2@alaska.edu	786-6447
Bill Myers *2017-2019*	College of Arts and Sciences	wlmyers@alaska.edu	786-1948
Christina McDowell *2017-2019*	College of Business and Public Policy	cmcdowell2@alaska.edu	786-5474
Craig Titus *2017-2019*	Prince William Sound College	cptitus@alaska.edu	834-1665
Cynthia Falcone *2017-2019*	Kodiak College	cdfalcone@alaska.edu	486-1213
Deborah Mole *2017-2019*	Consortium Library	dlmole@alaska.edu	786-1967
Holly Bell *2016-2018*	Matanuska-Susitna College	hbell@alaska.edu	746-9316
Jeffrey Hollingsworth *2017-2019*	College of Engineering	jphollingsworth@alaska.edu	786-5428
Jonathan Bartels *2017-2019*	College of Education	jbartels2@alaska.edu	786-1680
Kathi Trawver *2017-2019*	College of Health	krtrawver@alaska.edu	786-6915
Scott Downing *2016-2018*	Kenai Peninsula College	smdowning@alaska.edu	262-0390
Susan Kalina*, ex officio*	Vice Provost for Academic Affairs	smkalina@alaska.edu	786-1988
TBD *2017-2018*	Faculty Senate		
TBD *2017-2018*	Faculty Senate		
TBD *2017-2018*	Faculty Senate		
TBD *2017-2018*	Faculty Senate		

Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Academic Assessment Committee
Summary: April 21, 2017
11:00am - 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

1. Approval of Agenda
   - Approved

2. Approval of Minutes (pgs. 4-6)
   - Approved

3. Vice Provost report and discussion
   - Annual Academic Assessment Surveys are due by June 15th. Annual Academic Assessment Reports are due October 15th. Academic Affairs sent a message to all faculty assessment coordinators on deadlines and processes for the Survey and Report, with a copy to Deans, Campus Directors, and AAC members.

     The Survey is accessible from the Academic Assessment Repository on SharePoint, which is also where Annual Academic Assessment Reports and approved Academic Assessment Plans are posted. The AAC's website will house committee minutes and other documents specific to the committee.

   - The Provost is beginning a series of conversations with colleges to talk about how assessment is working from the college perspective. Meetings for CAS, CoEng, CTC, and GER Assessment are scheduled in May, with possible other meetings in the fall.

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

4. Assessment Plan Reviews
   Assessment plans attached for your review. Links to the curriculum provided below.
   - 11:00: Human Services AAS/BHS and Conflict Resolution OEC, Program Representatives: Lynn Paterna, Assistant Professor of Human Services (pgs. 7-26)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=HMSV-BHS
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=HMSV-AAS
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=CFRS-OECERT

     The Human Services programs prepare graduates to meet the needs of individuals, families, and communities, in one of the fastest growing careers. Professionals work in corrections, drug/alcohol, aging, and family violence. Professionals are those with doctorate/masters, and Paraprofessionals have associate/bachelor degrees. These

paraprofessionals are in the highest need, so it is where the program focuses its education "beyond theory."

The plan needs a paragraph addressing how related instruction is assessed. The committee also recommended that the plan be revised to indicate the process for using assessment results to make improvements, including who will be responsible for which portions of the assessment plan. Not every outcome must be assessed annually, provided they are assessed on a reasonable cycle.

- 11:30: Welding and Nondestructive Testing AAS, Welding OEC, Nondestructive Testing Technology OEC, Advanced Welding OEC, Program Representative: Jeff Libby, Director, Transportation and Power Division; James Rush, Assistant Professor, Welding and Nondestructive Testing; Greg Russo, Assistant Professor, Welding and Nondestructive Testing (pgs. 27-47)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=WTNT-AAS
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=WLD-OECERT
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=NDTT-OECERT
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=AWEL-OECERT

  The Welding and Nondestructive Testing assessment plan changes are intended to make the assessment plan current, and align with external accreditation standards.

  The committee noted the rigor of the program's industry-approved standardized qualification tests. These set UAA's program apart as the only one approved in the state that meets these industry standards. The committee's comments were focused on program questions/coordination. The assessment plan needs a paragraph to address related instruction.

- 12:00: Dental Hygiene, BS, Program Representative: Sandra Pence, Professor, Dental Hygiene (pgs. 48-76)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=DHYG-BS

  The Dental Hygiene AAS assessment plan was discussed with the AAC earlier this year. This BS plan is updated to align the PSLOs with those of the AAS. The program has moved from a degree completion program to better integrate the AAS requirements.

5. Academic Assessment Handbook Updates (pgs. 77-88)

The Handbook updates will ensure that users know the Academic Assessment Repository is the primary source for academic assessment information. The section on process will be updated to include information about the review process through the electronic curriculum management system CIM. The final revision will be sent out and submitted for Faculty Senate approval.

6. Informational Assessment Plan Changes
   - Clinical-Community Psychology PhD (pgs. 89-140) https://nextcatalog.uaa.alaska.edu/programadmin/?code=CLCO-DOCDEG

7. Upcoming Plans
   - Culinary Arts AAS
   - Hospitality & Restaurant Management BA
   - Economics BA – awaiting plan
   - Aviation Technology BS – awaiting plan
   - Outdoor Leadership AAS – plan in CIM, awaiting college review
   - Psychology BA/BS – awaiting plan, may be informational
   - Special Education MEd/GC – awaiting plan

8. Information Items
   - Annual Academic Assessment Survey (April 1st – June 15th) – now live, access for designated faculty through the Academic Assessment Repository on SharePoint
   - 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

x	Rachel Graham, Faculty Senate	x	Kathi Trawver, COH
x	Jeff Hollingsworth, Faculty Senate	x	Thomas Harman, CTC
x	Brian Bennett, Faculty Senate		Deborah Mole, Library
	Vacant, Faculty Senate	x	Holly Bell, Mat-Su
x	Bill Myers, CAS	x	Scott Downing, KPC
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~~11/4~~	~~Cancelled~~	

Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

Scheduled Meeting Dates Academic Year 2017 *(First and third Fridays unless otherwise noted)*		
Date	**Time**	**Location**
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~~12/2~~	~~Cancelled~~	
~~1/20~~	~~11:00-12:30p~~	~~ADM 204~~
~~2/3~~	~~11:00-12:30p~~	~~ADM 204~~
~~2/17~~	~~Cancelled~~	
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~~3/17~~	~~Holiday~~	-
~~4/7~~	~~11:30-12:30p~~	~~ADM 204~~
4/21	11:00-12:30p	ADM 204
5/5	11:00-12:30p	ADM 204

Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

UAA Academic Programs Delivered on Community Campuses - Multiple Delivery Sites

Program	Degree Code	Anchorage	KPC	KOD	MSC	PWSC	Multi-Campus	Assessment Plan Status
Accounting	AAS	X		X	X		**X**	Shared plan approved AY17
Cisco-Certified Network Associate	OEC	X			X		**X**	No plan received
Computer Information and Office Systems	AAS	S	S	S	S		**S**	N/A - Suspended for deletion on all sites
Computer Systems Technology	AAS			S	X		**X**	Single active site, plan approved AY16
General Business	AAS		X	X	X		**X**	No plan received
General Program	AA	X	X	X	X	X	**X**	Shared plan approved AY17
Human Services	AAS	X			X		**X**	Shared plan approved AY17
Office Foundations	OEC	S	S	X	X		**X**	Shared plan approved AY16
Office Support	OEC	S	S	X	X		**X**	Shared plan approved AY16
Paramedical Technology	AAS		X		X		**X**	Shared plan approved AY17
Small Business Administration	AAS	X			X		**X**	No plan received

X: *Program available on the delivery site.* ***S:*** *Suspended admissions for the delivery site.*

BA Economics
Educational Effectiveness Assessment Plan

Revised, version 2017

Contact: Lance Howe, Chair, Department of Economics and Public Policy
elhowe@ alaska.edu

BA Economics
Educational Effectiveness Assessment Plan

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INTRODUCTION

Purpose. This document defines the program outcomes (also known as learning goals) and measurable learning objectives for the BA Economics program and outlines a plan for measuring the achievement of the stated outcomes by using several tools. This plan will guide the assessment of the academic effectiveness of the BA Economics program. Assessment is an integral part of continuous program improvement.

Relationship to AACSB standards and terminology. The BA in Economics is one of four degree programs accredited by the Association to Advance Collegiate Schools of Business (AACSB, www.aacsb.edu). This plan is consistent with both AACSB and NWCCU standards. The AACSB uses the term *learning goal*: "Learning goals state the educational expectations for each degree program. They specify the intellectual and behavioral competencies a program is intended to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program."[1] Thus, learning goals are the same as *program student learning outcomes (PSLOs)* as employed by UAA and by NWCCU. To avoid further confusion, the Department of Economics has decided to use AACSB terminology. This plan reflects that decision.

To reinforce AACSB standards, each learning goal will be supported by one to three measurable *learning objectives*. A learning objective is directly measurable in a way that can be mapped into a "yes, they did it" or "no, they didn't" outcome. While at least one assessment tool must be used to measure each objective; multiple tools are encouraged. Readers should note that the term "learning objective" employed by AACSB is not the same as the term "program objective" employed in some UAA assessment plans.

AACSB also makes an important distinction between *direct measures* of learning and *indirect measures*. Alumni surveys or student self-assessments are examples of indirect measures. The AACSB regards these tools as supplementary.[2]

COLLEGE MISSION STATEMENT

The College of Business and Public Policy at the University of Alaska Anchorage prepares students for leadership at the frontiers of a changing world. We help diverse and growing communities in Alaska and elsewhere meet their challenges by delivering the highest quality in business and public policy education, research, and professional assistance.

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[1] AACSB International. 2016. Eligibility Procedures and Accreditation Standards for Business Accreditation. http://www.aacsb.edu/-/media/aacsb/docs/accreditation/standards/businessstds_2013_update-3oct_final.ashx?la=en . Revised 31 January 2016. p. 25.

[2] "Provide a portfolio of evidence, including direct assessment of student learning, that shows that students meet all of the learning goals for each accounting degree program. Or, if assessment demonstrates that students are not meeting the learning goals, describe4 efforts that the unit has instituted to eliminate the discrepancy. Indirect assessments may be used as part of the portfolio of evidence to provide contextual information for direct assessment or information for continuous improvement." AACSB International 2016, op. cit., p. 27.

ECONOMICS PROGRAM MISSION STATEMENT

The mission of the Economics program is to discover and disseminate knowledge through teaching, research, and engagement. Economics students develop critical thinking, quantitative, problem solving, and communication skills allowing them to contribute to complex policy debates and excel in a rapidly changing global labor market.

LEARNING GOALS

(= NWCCU Program Outcomes)

Learning goals are what graduates should be able to do and/or what overall traits they should possess at the conclusion of the program.

Learning Goals

Students earning the BA in Economics at UAA are able to:

1. Understand the economic way of thinking and apply it to a wide variety of issues and problems.
2. Understand economic concepts and analytical skills and apply them to economic problems.
3. Demonstrate a basic descriptive knowledge of the U. S. and world economies.
4. Understand the role of institutions, especially markets and government, in shaping economic outcomes.
5. Obtain and analyze relevant economic data to test hypotheses against evidence.

LEARNING OBJECTIVES

Goal 1. Understand the economic way of thinking and apply it to a wide variety of issues and problems.

Objective 1.1. Achieve a total score at or above the mean score on the TUCE exam (Test of Understanding College Economics).

comment. Based on comparative data from most recent edition of the TUCE (4'th edition, 2006), students scoring 12 points or higher on the micro section, or 14 points or higher in the macro section, would score in the top 50% nationwide. The TUCE exam will be given on a regular schedule in some Principles of Microeconomics (ECON 202) and Macroeconomics courses (ECON 201).

Objective 1.2. Successfully apply the economic way of thinking to an issue or problem in a written senior paper.

comment. The paper will be produced as part of Economics 492: Seminar in Economic Research, or a similar course where students write a research paper.

Goal 2. Understand economic concepts and analytical skills and apply them to economic problems.

Objective 2.1. Achieve a score of 70% or higher on a set of additional questions to be administered in the core theory classes, Intermediate Microeconomics, Econometrics, and Intermediate Macroeconomics.

comment. The additional questions are generated by UAA faculty and provided to the students at the time of the final exam in the respective courses. Questions may be a part of the final exam and responses to the additional questions will be reported separately from final exam scores.

Goal 3. Demonstrate a basic descriptive knowledge of the U. S. and world economies.

Objective 3.1. Economics majors must achieve a score of 70% or higher on a set of additional questions or a score that is at least equal to the average on the TUCE. These questions will be administered in Principles of Microeconomics or Principles of Macroeconomics.

comment. Questions may be given from the TUCE or will be generated by UAA faculty and provided to the students around the time of the final exam in the respective courses. The Econ assessment coordinator will collect questions from faculty and coordinate use in Principles courses. If questions are a part of the final exam, responses to the additional questions will be reported separately from final exam scores.

Goal 4. Understand the role of institutions, especially markets and government, in shaping economic outcomes.

Objective 4.1. Demonstrate knowledge of institutions, especially markets and government. Knowledge will be assessed using relevant questions on a standardized exam such as the TUCE or by using a series of separately-scored questions to be administered in one or more of the following courses: Intermediate Microeconomics, Economic Development, Public Finance, Money and Banking, Labor Economics, History of Economic Thought, and/or Industrial Organization.

comment. Questions and content change on standardized exams such as the TUCE. In some years, it may not be possible to assess knowledge of Goal 4 themes using these instruments. Additional questions will be generated by UAA faculty and provided to the students at the time of the final exam in the respective courses. Questions may be a part of the final exam and responses to the additional questions will be reported separately from final exam scores.

Goal 5. Obtain and analyze relevant economic data to test hypotheses against evidence.

Objective 5.1. Complete a comprehensive assignment or paper that uses relevant economic data to formally test one or more hypothesis.

Objective 5.2. Use economic data as evidence to support or rebut an argument as part of a written paper about an economic issue.

comment. An empirically based student paper will be assessed in the Seminar in Economic Research (Econ 492) and/or in another economics course where a paper is required. The intent of this objective is to isolate and track the use of evidence in written economics papers.

Table 3
Program Outcomes Assessment Tools and Administration

Tool	Description	Frequency/ Start Date	Data Collection Method	Administered by
Standardized Exam	TUCE (Test of Understanding of College Economics)	Annually beginning Fall 2018	administered in Principles courses	Dept Chair or designee
Upper Division papers	Papers written as part of upper division courses	Annually beginning Fall 2018	Instructor evaluations using standard rubrics	Course Instructors
Course Level Assessment	Specific assignments and sections of examinations	Annually beginning Fall 2018	data compiled from specific assignments and sections of exams	Course instructors; data compiled by Econ assessment coordinator
Capstone Course	Evaluation of student performance relative to program outcomes as demonstrated by written work and oral presentations	Annually beginning Fall 2018	Faculty evaluation of capstone projects	Instructor of record for capstone course

Table 4
Association of Assessment Tools to Program Outcomes
"X" indicates tool is used to measure the outcome.

	standardized exam	Upper division papers	course level assessment	capstone course
Goal 1: Understand the economic way of thinking and apply it to a wide variety of issues and problems.	X	X		X
Goal 2: Understand economic concepts and analytical skills and apply them to economic problems.			X	
Goal 3: Demonstrate a basic descriptive knowledge of the U. S. and world economy.	X		X	
Goal 4: Understand the role of institutions, especially markets and government, in shaping economic outcomes.	X		X	
Goal 5: Obtain and analyze relevant economic data to test hypotheses against evidence.		X	X	X

ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

The CBPP Dean's Office is responsible for:

- Providing limited funding, as budget permits, for a student worker to assist in collecting and presenting assessment data
- Recognizing the Economics assessment coordinator's CBPP service, releasing them from other major College committee work

The Economics program is responsible for:

- Providing questions for alumni and/or employers to be included in possible alumni and employer surveys
- Obtaining, administering, and interpreting the comprehensive exam
- Conducting assessment at the program and course level
- Conducting assessment of oral and written communication within the capstone course
- Compiling and analyzing assessment data at the program and course level
- Reviewing data and making recommendations for improvement at the program and course level

Method of Data Analysis and Formulation of Recommendations for Program Improvement

1. Department faculty will collect raw data throughout the course of the year (September-April). Data for all goals will be collected over the course of a two year period.
2. Department faculty designated by the Chair, and/or College staff (if available) will compile and analyze the data prior to or during May of each year.
3. The department's assessment coordinator shall prepare an annual assessment report and submit it to the Office of Academic Affairs by June 15. The report will include the analysis of data collected during the prior year by each assessment tool; the status of recommendations previously adopted; and proposed recommendations for the faculty to consider.
4. Program faculty will meet every fall at the start of the semester, prior to the start of classes, to review the compiled data from the previous year and to develop recommendations for program improvements to better achieve the stated learning goals.

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

- 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

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. Program faculty shall review and approve the changes. The modified assessment plan will be forwarded to the dean/director's office and to the Office of Academic Affairs.

APPENDIX A: STANDARDIZED EXAMS

Tool Description:

The TUCE (Test of Understanding of College Economics) standardized exam may be used for assessment purposes. The TUCE is a standardized test conducted nationally that focuses on material introduced in principles of micro and macro economics. The exam is free and allows us to compare our students to national averages.

Factors that affect the collected data:

- Attendance bias. The students who take the exam may not represent the pool of majors. Since the BA Economics is a small program, careful monitoring of the composition of the attendee pool and comparison to other indicators (such as course grades or financial incentives) can help ameliorate this problem.
- Effort bias. Students may not expend maximum effort, especially if the exam does not count toward their grade. Cash prizes and including results as part of the grade can reduce this.

How to interpret the data:

The TUCE is nationally normed, scores can be compared to those of the national cohort of graduating seniors for prior years. Trends in absolute scores must be interpreted with caution and, at a minimum, compared to trends in the scores of the national cohort using a differences-in-differences approach.

Tabulating and Reporting Results:

Information will be provided on a data sheet for this learning objective and summarized as % successful vs. % unsuccessful.

APPENDIX B: COURSE LEVEL ASSESSMENT

Tool Description:

Course level assessment for the BA Economics consists of specific assignments, papers, presentations, or sections of examinations that objectively measure the achievement of one or more specific program outcomes. Grades are NOT a course level assessment tool in this plan.

This plan does *not* envisage a weighted averaging process by which course-level results are aggregated into program-level indicators. Instead, we will use specific tools embedded within courses to measure specific outcomes.

Factors that affect the collected data:

In spite of the avoidance of course grades as a tool and the other measures noted above, course-level assessment is influenced by the instructor's perceptions since in most cases the instructor is the individual generating the data. Some specific factors that influence the collected data include:

- The standard set by the instructor. The faculty will attempt to articulate common standards in grading rubrics and/or common questions to address this problem.
- The number and detail of assessments used in the course. For example, a single exam is often not a good indicator of performance for a variety of reasons (must be comprehensive, does not account for students with "test anxiety" (high cortisol levels). The fewer the assessments and the less detailed the assessments, the less reliable the results.

How to interpret the data:

Care should be taken to investigate and discuss the factors influencing the results before interpreting the outcome. The results of course-level assessments should also be compared against other measures to get a clearer picture of program performance.

Sample use of course level assessment in Intermediate Microeconomics

Under this Assessment Plan, students will answer a final exam question in intermediate microeconomics that covers basic optimization, for example. The student pool will be all students taking intermediate microeconomics. To translate course-level results for this student pool into program-level data requires at least three steps: 1) control for non-majors, perhaps by retaining individual scores until such time as students declare their major and the subsample of majors can be pulled out; 2) ensure that the same question(s) are used across multiple sections of this course; and 3) careful consideration of the variation of question sets across courses.

APPENDIX C: CAPSTONE COURSE

Tool Description:

Economics 492 is a senior seminar capstone course and is a required course for the BA in economics. This course as revised requires critical reading and discussion of peer-reviewed literature, a major paper, and an oral presentation. Under this *plan* the paper and presentation will be separately scored and associated with specific outcomes. Capstone final course grades will NOT be used as an assessment tool.

Factors that affect the collected data:

- Change in the evaluating faculty over time. Even with common rubrics for written and oral work, changes in faculty evaluators can cause spurious change in results. This can be minimized by having consistency in the instructors who score each paper and/or oral presentation.
- Sample size. The BA economics is currently a small program. Care must be taken to interpret data on papers, presentations, and exams with respect for the volatility that a small sample can induce.

How to interpret the data:

This topic has been covered under individual tools described above.

Tabulating and Reporting Results:

The department chair is responsible for scheduling classes and ensuring continuity of instruction in the course. The course instructor of record is responsible for providing a compilation of the scores from the paper and presentation. This report is to be submitted to the department assessment coordinator around the same time as the final grades for the course are submitted at the end of the semester.

The departmental assessment coordinator is responsible for listing the scores (without student identifiers) on a data sheet for this learning objective and summarizing the data as % successful vs. % unsuccessful.

Bachelor of Science in Aviation Technology (BSAT)

Educational Effectiveness

Assessment Plan

For
Aviation Management, Aerospace Studies, & Professional Piloting Emphases

Version 1.0

Adopted by

The Aviation Technology Division faculty:

Submitted to

The Dean of the Community and Technical College
and
The Office of Academic Affairs:

Reviewed by the Academic Assessment Committee: 5/5/17
Reviewed as an information item by the Faculty Senate: 5/5/17

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MISSION STATEMENT

The mission of University of Alaska Anchorage Aviation Technology division is to enhance, promote, and provide quality aviation education, research, and service worldwide. To accomplish that mission, UAA offers three specific areas of aviation emphasis in their BS Aviation Technology (BSAT) degree. These degree concentrations are 1) Aviation Management, 2) Aeronautical Studies, and 3) Professional Piloting.

AVIATION MANAGEMENT EMPHASIS PROGRAM INTRODUCTION & OUTCOMES

Within the context of the Mission Statement given above, UAA's BSAT with an Emphasis in Aviation Management program prepares students for management careers within the modern aviation industry. While a considerable amount of the knowledge and skill acquired in this program is transferrable to administration/management activities in other fields, in should be borne in mind that aviation operations inherently are high-stakes in nature, involving a high level of trust by passengers and a high level of industry interaction with government regulators. A broad knowledge of issues and standards within the aviation industry and of the management functions and techniques used within it therefore is important to students graduating from this UAA program.

At the completion of this program emphasis, students will be able to:

- Demonstrate technical knowledge of aircraft operating limitations and performance.
- Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry.
- Demonstrate knowledge of the issues affecting aviation safety and safety management.
- Demonstrate knowledge of basic business management skills and supervisory techniques.
- Demonstrate a broad knowledge of the aviation industry.
- Demonstrate a broad knowledge of aviation management functions and techniques.

AERONAUTICAL STUDIES EMPHASIS PROGRAM INTRODUCTION & OUTCOMES

Within the context of the Mission Statement given above, UAA's BSAT with an Emphasis in Aeronautical Studies program enhances a student's education to provide forward mobility in careers within the modern aviation industry. While a considerable amount of the knowledge and skill acquired in this program is transferrable to other fields, in should be borne in mind that aviation operations inherently are high-stakes in nature, involving a high level of trust by passengers and a high level of industry interaction with government regulators. A broad knowledge of issues and standards within the aviation industry and of the management functions and techniques used within it therefore is important to students graduating from this UAA program.

At the completion of this program emphasis, students will be able to:

- Demonstrate technical knowledge of aircraft operating limitations and performance.

- Demonstrate knowledge of aviation law and regulations, and the legal issues affecting the aviation industry.
- Demonstrate knowledge of the issues affecting aviation safety and safety management.
- Demonstrate a broad knowledge of the aviation industry.

PROFESSIONAL PILOTING EMPHASIS PROGRAM INTRODUCTION & OUTCOMES

Within the context of the Mission Statement given above, the UAA BSAT Professional Piloting Emphasis program prepares students for entry-level piloting and flight instructing positions within the modern aviation industry. It should be borne in mind that aviation operations inherently are high-stakes in nature, involving a high level of trust by passengers and a high level of regulation by the federal government. Because the FAA is so central in the establishment of norms and standards within the aviation industry, heavy reliance must be placed upon the results of the FAA-prescribed written and flight tests. Once these written and flight tests have been satisfactorily completed, UAA students actually receive important FAA certificates and ratings that will be essential to their careers. In view of this, real emphasis must be placed on these written and flight test results, particularly since they are nationally standardized for the field in which the program is educating and training these students.

At the completion of this program emphasis, students will be able to:

- Demonstrate proficiency in instrument pilot, commercial pilot knowledge, and flight skills.
- Demonstrate knowledge of aviation law and regulations, and the legal issues affecting the aviation industry.
- Demonstrate knowledge of the issues affecting aviation safety and safety management.
- Demonstrate knowledge of aviation weather and of aviation weather services.
- Demonstrate a broad knowledge of the aviation industry.

ASSESSMENT PROCESS INTRODUCTION

This document defines the expected student learning outcomes for the BSAT with an emphasis in Aviation Management program and outlines a plan for assessing the achievement of the stated outcomes.

Table 1: Association of Assessment Measures to Program Outcomes-All BSAT Emphases

This table is intended to help organize outcomes and the measures that are used to assess them. Each measure contributes information on the students' achievement of a different set of outcomes. That contribution is tracked in this table.

This table also forms the basis of the template for reporting and analyzing the combined data gathered from these measures. That is shown in the report section.

Outcomes	1-ATP A100 Final Exam	2-ATA A133 Final Exam	3-ATA A233 Final Exam	4-ATA A331 Final Exam	5-ATA A337 Final Score	6-ATA A415 Project	7-ATA A492 Project
Demonstrate technical knowledge of aircraft operating limitations and performance.	1	0	0	0	1	0	0
Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry.	1	1	0	0	0	1	0
Demonstrate knowledge of the issues affecting aviation safety and safety management.	1	0	1	0	0	0	0
Demonstrate a broad knowledge of the aviation industry	0	0	0	1	0	0	1

0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.

ASSESSMENT MEASURES

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results. Please bear in mind that certain measures are used for several outcomes, but will be described only once here.

TABLE 2: PROGRAM OUTCOMES ASSESSMENT MEASURES AND ADMINISTRATION

Measure	Description	Frequency/ Start Date	Collection Method	Administered by
Measure #1	Final examination score, ATP A100	Semester end	Grade List, AT 100	AT 100 faculty
Measure #2	Final examination score, ATA A133	Semester end	Grade List, At 133	AT 133 faculty
Measure #3	Final examination score, ATA A233	Semester end	Grade List, AT 233	AT 233 faculty
Measure #4	Final examination score, ATA A331	Semester end	Grade List, AT 331	AT 331 faculty
Measure #5	Final examination score, ATA A337	Semester end	Grade List, AT 337	AT 337 faculty
Measure #6	Course project score, ATA A415	Semester end	Grade List, AT 415	AT 415 faculty
Measure #7	Course project score, ATA A492	Semester end	Grade List, AT 492	AT 492 faculty

Table 3: Association of Assessment Measures to Program Outcomes-Professional Piloting Only

This table is intended to help organize outcomes and the measures that are used to assess them. Each measure contributes information on the students' achievement of a different set of outcomes. That contribution is tracked in this table.

This table also forms the basis of the template for reporting and analyzing the combined data gathered from these measures. That is shown in the report section.

Outcomes	8-ATP 200 Final Exam	9-ATA 235 Final Exam	10-FAA Written test	11-FAA Flight test
Demonstrate proficiency in instrument pilot, commercial pilot knowledge and flight skills	1	0	1	1
Demonstrate knowledge of aviation weather and of aviation weather services	1	1	0	0

0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.

ASSESSMENT MEASURES

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 4 below. The measures and their relationships to the program outcomes are listed in Table 3, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

Table 4: Program Outcomes Assessment Measures and Administration-- Professional Piloting Only

Measure	Description	Frequency/ Start Date	Collection Method	Administered by
Measure #8	Final examination score, ATP 200	Semester end	Grade List, ATP 200	ATP 200 faculty
Measure #9	Final examination score, ATA 235	Semester end	Grade List, ATP 235	ATP 235 faculty
Measure #10	Pass rate on FAA written tests	Semester end	Submitted results record	FAA Written Test Examiner
Measure #11	Pass rate on FAA flight tests	Semester end	Submitted results record	FAA Designated Pilot Examiners

Table 5: Association of Assessment Measures to Program Outcomes-Aviation Management & Aerospace Studies Only

This table is intended to help organize outcomes and the measures that are used to assess them. Each measure contributes information on the students' achievement of a different set of outcomes. That contribution is tracked in this table.

This table also forms the basis of the template for reporting and analyzing the combined data gathered from these measures. That is shown in the report section.

Outcomes	12-ATP A100 Quiz	13-ATA A335 Final Exam	14-ATA A425 Final Exam
Demonstrate technical knowledge of aircraft operating limitations and performance.	1	0	0
Demonstrate knowledge of the issues affecting aviation safety and safety management.	0	0	1
Demonstrate a broad knowledge of the aviation industry	0	1	0

0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.

ASSESSMENT MEASURES

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 6 below. The measures and their relationships to the program outcomes are listed in Table 5, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results. Please bear in mind that certain measures are used for several outcomes, but will be described only once here.

Table 6: Program Outcomes Assessment Measures and Administration--Aviation Management & Aerospace Studies Only

Measure	Description	Frequency/ Start Date	Collection Method	Administered by
Measure #12	Average score of relevant ATP A100 quiz	Semester end	Grade List, AT 100	AT 100 faculty
Measure #13	Final examination score, ATA A335	Semester end	Grade List, AT 335	AT 335 faculty
Measure #14	Final examination score, ATA A425	Semester end	Grade List, AT 425	AT 425 faculty

Table 7: Association of Assessment Measures to Program Outcomes-Aviation Management Only Emphasis

This table is intended to help organize outcomes and the measures that are used to assess them. Each measure contributes information on the students' achievement of a different set of outcomes. That contribution is tracked in this table.

This table also forms the basis of the template for reporting and analyzing the combined data gathered from these measures. That is shown in the report section.

Outcomes	15-AT 134 Final Exam
Demonstrate knowledge of basic business management skills and supervisory techniques.	1

0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.

ASSESSMENT MEASURES

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 8 below. The measures and their relationships to the program outcomes are listed in Table 7, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results. Please bear in mind that certain measures are used for several outcomes, but will be described only once here.

Table 8: Program Outcomes Assessment Measures and Administration-Aviation Management Only Emphasis

Measure	Description	Frequency/ Start Date	Collection Method	Administered by
Measure #15	Final examination score, AT 134	Semester end	Grade List, AT 134	AT 134 faculty

ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Assessment Plan

The Aviation Administration faculty will implement it by collecting the described data via Blackboard which allows access to involved faculty members. The program's assessment coordinator will need to timely remind faculty members involved of the need to submit the required data via the Blackboard site. ATD assessment coordinators also can utilize the Blackboard site to post relevant information. The ATD assessment coordinator for the Aviation Management emphasis will then provide a memo of the completed assessment to the Program Director, and will disseminate any discrepancies, changes, or data to the other faculty via memo or in person. This process will be done annually, with a spreadsheet to address the data. Finally, the assessment coordinator will examine and update this plan every 5 years. The next update will be in 2020.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The program faculty will meet at least once a year to review the data collected using the assessment measures. This meeting should be in the fall of the next academic year. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program's outcomes. The results of the data collection, an interpretation of the results, and any recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15th each year. A plan for implementing the recommended changes, including advertising the changes to all the program's stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should

also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- 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

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to adjust or significantly alter the assessment plan. Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. The changes will be approved by the faculty of that program. The modified assessment plan then will be forwarded to the dean/director's office and the Office of Academic Affairs. This will be done on a five year plan.

APPENDIX A: ATP 100 FINAL EXAMINATION
ALL BSAT EMPHASES

Measure Description: Measure 1, ATP 100 Final Examination Score

All students in this program are required to take AT 100, Private Pilot Ground School. Successful completion of this course familiarizes them with the many issues involved in the operation of aircraft under visual flight rules, with an emphasis on aviation law and regulations and on aviation safety. The course's final exam very closely simulates the FAA's Private Pilot Airplane knowledge examination. The questions for the AT 100 final exam are drawn exclusively from the test question bank for the FAA knowledge exam, which is a public document.

It is important to understand that the FAA Private Pilot Airplane knowledge examination is a difficult, comprehensive and nationally-standardized exam that serves as a very important component part in the certification of pilot applicants in the United States. By selecting representative questions from the FAA's test question bank, the AT 100 final exam closely approximates this important national exam, and provides evidence of the student's knowledge of aviation law and regulation and of aviation safety and safety management issues.

Factors that affect the collected data:

While the AT 100 final exam closely approximates the FAA Private Pilot knowledge exam, they are not identical. Thus it is possible, though not probable, that some distortion could creep into the results. One indication that the correlation is strong, however, is the exceptionally high pass rate that UAA ATD students enjoy on the FAA's actual knowledge exam. For the 2014/2015 academic year, the average grade B on this measure.

How to interpret the data:

Scores on this exam can range from 0 to 100%, with 70% or better being a passing score. Passing scores (70% or better) on this exam indicate that the program is in fact effective at fulfilling these goals.

APPENDIX B: ATA 133 FINAL EXAMINATION
ALL BSAT EMPHASES

Measure Description: Measure 2, ATA 133 Final Examination

All students in UAA's in this program are required to take ATA 133, Aviation Law and Regulations. Students successfully completing this course gain knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry. To pass this course, students must demonstrate a working knowledge of the many areas in which law affects the field of aviation, such as the forming of companies and corporations, the law of contracts and negligence, rules for flight operations and navigable airspace, and employment law.

Factors that affect the collected data:

Because different sections of this course may be taught by different instructors, it is possible that the depth of the items measured may not be entirely uniform. This may occur in situations where different faculty members teach different sections of the same course, but it is believed that distortion arising from this factor will be minimal. All sections of the course use the same textbook, and are taught with basically the same approach. For the 2014/2015 academic year, the average grade C on this measure.

How to interpret the data:

Scores on this exam can range from 0 to 100%, with 70% or better being a passing score. Students achieving scores of 70% or better on this exam demonstrate knowledge of aviation law and regulations, and of legal issues affecting the aviation industry.

APPENDIX C: ATA 233 FINAL EXAMINATION
ALL BSAT EMPHASES

Measure Description: Measure 3, ATP 233 Final Examination

All students in this program are required to take ATP 233, Aviation Safety. Students successfully completing the course demonstrate knowledge of the issues affecting aviation safety and safety management. In addition to understanding the sources from which accidents flow, students must understand the various approaches to minimizing such risk factors.

Factors that affect the collected data:

Because different sections of this course may be taught by different instructors, it is possible that the depth of the items measured may not be entirely uniform. This may occur in situations where different faculty members teach different sections of the same course, but it is believed that distortion arising from this factor will be minimal. All sections of the course use the same textbook, and are taught with basically the same approach. For the 2014/2015 academic year, the average grade B on this measure.

How to interpret the data:

Scores on this exam can range from 0 to 100%, with 70% or better being a passing score. Passing scores (70% or better) on this exam indicate that the program is in fact effective at fulfilling these goals.

APPENDIX D: AT 331 FINAL EXAMINATION
ALL BSAT EMPHASES

Measure Description: Measure 4, ATA 331 Final Examination

All students in this program are required to take ATA 331, Human Factors. Students who successfully complete this course demonstrate a broad knowledge of the aviation industry. An important component of that knowledge is familiarity with the crucial issue of human factors, which is by far the largest part of aviation safety, since approximately 80% of all accidents are attributed primarily to human factors.

Factors that affect the collected data:

Because different sections of this course may be taught by different instructors, it is possible that depth of the items measured may not be entirely uniform; this situation will occur in most situations where different faculty members teach different sections of the same course, but it is believed that distortion arising from this factor will be minimal. All sections of the course use the same textbook. For the 2014/2015 academic year, the average grade B on this measure.

How to interpret the data:

Scores on this exam can range from 0 to 100%, with 70% or better being a passing score. Students achieving scores of 70% or better on this exam demonstrate a broad knowledge of the aviation industry.

APPENDIX E: ATA 337 FINAL EXAMINATION
ALL BSAT EMPHASES

Measure Description: Measure 5, ATA 337 Final Examination

All students in this program are required to take ATA 336, Airline Operations. Students who successfully complete this course demonstrate a broad knowledge of the aviation industry. An important component of that knowledge is familiarity with the many issues involved in the operation of an air service, and how its multi-faceted operations involve different parts of the aviation industry.

Factors that affect the collected data:

Because different sections of this course may be taught by different instructors, it is possible that the depth of the items measured may not be entirely uniform. This may occur in situations where different faculty members teach different sections of the same course, but it is believed that distortion arising from this factor will be minimal. All sections of the course use the same textbook, and teach from basically the same perspective. For the 2014/2015 academic year, the average grade A on this measure.

How to interpret the data:

Scores on this exam can range from 0 to 100%, with 70% or better being a passing score. Students achieving scores of 70% or better on this exam demonstrate broad knowledge of the aviation industry.

APPENDIX F: ATA 415 COURSE PROJECT
ALL BSAT EMPHASES

Measure Description: Measure 6, ATA 415 Course Project

All students in this program are required to take AT 415, Company Resource Management. Students who successfully complete this course demonstrate a broad knowledge of aviation management functions and techniques within the aviation industry. An important component of that knowledge is familiarity with the many factors involved in the issues and techniques of company resource management, and the course's final project is designed to permit faculty to evaluate student mastery of such knowledge and skills.

Factors that affect the collected data:

Because different sections of this course may be taught by different instructors, it is possible that the depth of the items measured may not be entirely uniform. This may occur in situations where different faculty members teach different sections of the same course, but it is believed that distortion arising from this factor will be minimal. All sections of the course use the same textbooks, and are taught using basically the same approach. For the 2014/2015 academic year, the average grade A on this measure.

One potential drawback to any team project is the possibility that higher-performing team members might end up "carrying" a lower-performing member to some extent. While this possibility does exist, it is believed that the benefits of such projects outweigh the possible drawbacks.

How to interpret the data:

Scores on this project can range from 0 to 100%, with 70% or better being a passing score. Students achieving scores of 70% or better on this project demonstrate a broad knowledge of the functions and techniques of management within the aviation industry.

APPENDIX G: ATA 492 COURSE PROJECT
ALL BSAT EMPHASES

Measure Description: Measure 7, ATA 492 Course Project

All students in this program are required to take AT 492, Air Transportation System Seminar. Students who successfully complete this seminar demonstrate a broad knowledge of aviation management functions and techniques. An important component of that knowledge is familiarity with the many issues involved in the operation of the modern air transportation system.

Factors that affect the collected data:

Because different sections of this course may be taught by different instructors, it is possible that the depth of the items measured may not be entirely uniform. This may occur in situations where different faculty members teach different sections of the same course, but it is believed that distortion arising from this factor will be minimal. All sections of the course use the same textbook, and are taught using basically the same approach. For the 2014/2015 academic year, the average grade A- on this measure.

One potential drawback to any team project is the possibility that higher-performing team members might end up "carrying" a lower-performing member to some extent. While this possibility does exist, it is believed that the benefits of such projects outweigh the possible drawbacks.

How to interpret the data:

Scores on this course project can range from 0 to 100%, with 70% or better being a passing score. Students achieving scores of 70% or better on this project demonstrate a broad knowledge of the functions and techniques of management within the aviation industry.

APPENDIX H: PASS RATE ON FAA WRITTEN TESTS
PROFESSIONAL PILOTING EMPHASIS ONLY

Measure Description: Measure 8, Pass Rate on FAA Written Tests

All students in this program need to earn FAA certificates and ratings in furtherance of their aviation careers. We would report the results of our students' performance on the following FAA exams:

- Private Pilot Airplane
- Instrument Pilot Airplane
- Commercial Pilot Airplane

Factors that affect the collected data:

Relevant collection factors would include:

1. It is possible, though not probable, that a few students might not take the FAA written exams following course completion, since their course grade actually is keyed to the courses internal final exam (described herein as Measures 1 and 2). While this often is the case for non-piloting majors taking UAA ground schools, it is unlikely that our Professional Piloting majors would fail to take the described FAA written examination, because their failure to do so would impede and frustrate their aviation careers.
2. It also is possible that a few students might take their FAA written exams elsewhere (for example, if they left Alaska), which would mean that UAA would not be able to collect and report such scores. It is considered very unlikely that such aberrations would significantly affect the statistical outcomes, for the reasons given above.

How to interpret the data:

Scores on this exam can range from 0 to 100%, with 70% or better being a passing score. Students achieving scores of 70% or better on this exam demonstrate proficiency in instrument pilot and commercial pilot knowledge and skills.

APPENDIX I: PASS RATE ON FAA FLIGHT TESTS
PROFESSIONAL PILOTING EMPHASIS ONLY

Measure Description: Measure 9, Pass Rate on FAA Flight Tests

All students in this program need to earn FAA certificates and ratings in furtherance of their aviation careers. We would report the results of our students' performance on the following FAA flight exams:

- Private Pilot Airplane
- Instrument Pilot Airplane
- Commercial Pilot Airplane

Factors that affect the collected data:

Relevant collection factors would include:

1. It is possible, though not probable, that a few students might not take the FAA flight exams following course completion, since their course grade actually is keyed to the courses internal final progress check. However, it is unlikely that our Professional Piloting majors would fail to take the described FAA flight tests, because their failure to do so would impede their aviation careers.
2. It also is possible that a few students might take their FAA flight tests elsewhere (for example, if they left Alaska), which would mean that UAA would not be able to collect and report such scores. It is considered unlikely that such aberrations would significantly affect the statistical outcomes, for the reasons given above.

How to interpret the data:

No letter grade or numerical score is derived from such FAA flight testing—applicants either meet all of the relevant federal stands, or the entire test is failed. Unlike UAA's end-of-course final progress check, which can be administered by officials of our flight school itself, these FAA flight tests must be administered by specially selected and trained individuals known as FAA-Designated Pilot Examiners. Such professional pilot evaluators are empowered, as representatives of the FAA itself, to grant official certificates and ratings, and they are fully accountable to the FAA for their faithful enforcement of federal pilot-certification standards. Thus it is believed that having such a strict and impartial quality control measure applied to UAA's piloting graduations make the resulting pass-fail statistics highly indicative of the extent to which the program meets its stated outcome. Students passing the FAA flight test have demonstrated proficiency in instrument and commercial pilot knowledge and flight skills.

APPENDIX J: ATP 200 FINAL EXAMINATION SCORE
PROFESSIONAL PILOTING EMPHASIS ONLY

Measure Description: Measure 10, ATP 200 Final Examination Score

All students in this program are required to take ATP 200, Commercial Pilot Ground School. Completion of this course familiarizes them with the many issues involved in the more advanced operation of aircraft under both visual and instrument flight rules. The course's final exam very closely simulates the FAA's Commercial Pilot Airplane knowledge examination, which also includes many questions on Instrument Pilot knowledge and procedures. The questions for the AT 200 final exam are drawn exclusively from the test question bank for the FAA knowledge exam, which is a public document.

It is important to understand that the FAA Commercial Pilot Airplane knowledge examination is a difficult, comprehensive and nationally-standardized exam that serves as a very important component part in the certification of pilot applicants in the United States. By selecting representative questions from the FAA's test question bank, the AT 200 final exam closely approximates this important national exam, and provides evidence of the student's knowledge of aviation law and regulation and of aviation safety and safety management issues.

Factors that affect the collected data:

While the AT 200 final examination closely approximates the FAA Commercial Pilot knowledge exam, they are not identical. Thus it is possible, though not probable, that some distortion could creep into the results. One indication that the correlation is strong, however, is the exceptionally high pass rate that UAA ATD students enjoy on the FAA's actual knowledge exam.

How to interpret the data:

Scores on this exam can range from 0 to 100%, with 70% or better being a passing score. Passing scores (70% or better) on this exam indicate that the program is in fact effective at fulfilling these goals. Students with passing scores on this exam demonstrate proficiency in instrument pilot and commercial pilot knowledge and skills.

APPENDIX K: ATA 235 FINAL EXAMINATION
PROFESSIONAL PILOTING EMPHASIS ONLY

Measure Description: Measure 11, ATA 235 Final Examination

All students in this program are required to take ATA 235, Elements of Weather. Students successfully completing this course demonstrate knowledge of aviation weather and of aviation weather services. During this course students learn about the theory of aviation weather and about the many reporting and forecasting tools available to those involved in aviation.

Factors that affect the collected data:

Because different sections of this course may be taught by different instructors, it is possible that depth of the items measured may not be entirely uniform; this situation will occur in most situations where different faculty members teach different sections of the same course, but it is believed that distortion arising from this factor will be minimal. All sections of the course use the same textbook, and are taught with basically the same approach.

How to interpret the data:

Scores on this exam can range from 0 to 100%, with 70% or better being a passing score. Passing scores (70% or better) on this exam indicate that the program is in fact effective at fulfilling these goals.

APPENDIX L: AVERAGE SCORE OF ATP A100 QUIZ
AVIATION MANAGEMENT & AEROSPACE STUDIES EMPHASES ONLY

Measure Description: Measure 12, Average Score of ATP A100 Quiz

Students taking ATP A100 take periodic course quizzes which measure their level of knowledge of various subjects that will be on the FAA's Private Pilot knowledge exam. Students who successfully pass this section quiz demonstrate their technical knowledge of aircraft operating limitations and performance.

Factors that affect the collected data:

While the ATP A100 quiz that covers aircraft operating limitations and performance closely approximates the corresponding portions of the FAA Private Pilot knowledge exam, they are not identical. Thus, it is possible, though not probable, that some distortion could creep into the results. For the 2014/2015 academic year, the average grade C on this measure in other programs.

Relevant collection factors would include the fact that students who miss the quiz might not be allowed to take it later, depending upon instructor policy. Any resulting zero scores therefore would lower the composite score for the section.

How to interpret the data:

Scores on this exam can range from 0 to 100%, with 70% or better being a passing score. Passing scores (70% or better) on this exam indicate that the program is in fact effective at fulfilling these goals. Students with passing scores on this exam demonstrate a technical knowledge of aircraft operating limitations and performance.

APPENDIX M: ATA A335 FINAL EXAMINATION
AVIATION MANAGEMENT & AEROSPACE STUDIES EMPHASES ONLY

Measure Description: Measure 13, ATA A335 Final Examination

All students in this program are required to take ATA A335, Airport Operations. Students who successfully complete this course demonstrate broad knowledge of the aviation industry. An important component of that knowledge is familiarity with the many issues involved in the operation of a modern airport, and of the many services to be found there.

Factors that affect the collected data:

Because different sections of this course may be taught by different instructors, it is possible that the depth of the items measured may not be entirely uniform. This may occur in situations where different faculty members teach different sections of the same course, but it is believed that distortion arising from this factor will be minimal. All sections of the course use the same textbook, and are taught with basically the same approach. For the 2014/2015 academic year, the average grade B on this measure in other programs.

How to interpret the data:

Scores on this exam can range from 0 to 100%, with 70% or better being a passing score. Passing scores (70% or better) on this exam indicate that the program is in fact effective at fulfilling these goals.

APPENDIX N: AT 425 FINAL EXAMINATION
AVIATION MANAGEMENT & AEROSPACE STUDIES EMPHASES ONLY

Measure Description: Measure 14, ATA 425 Final Examination

All students in this program are required to take AT 425, Civil Aviation Security. Students who successfully complete this course demonstrate a broad knowledge of aviation management functions and techniques. An important component of that knowledge is familiarity with the many security issues involved in the operation of the air transportation industry in the post-9-11world, and how issues of security differ from those of safety.

Factors that affect the collected data:

Because different sections of this course may be taught by different instructors, it is possible that the depth of the items measured may not be entirely uniform. This may occur in situations where different faculty members teach different sections of the same course, but it is believed that distortion arising from this factor will be minimal. All sections of the course use the same textbooks, and are taught using basically the same approach. For the 2014/2015 academic year, the average grade B on this measure.

How to interpret the data:

Scores on this exam can range from 0 to 100%, with 70% or better being a passing score. Students achieving scores of 70% or better on this exam demonstrate a broad knowledge of the functions and techniques of management within the aviation industry.

APPENDIX O: AT 134 FINAL EXAMINATION
AVIATION MANAGEMENT EMPHASIS ONLY

Measure Description: Measure 15, AT 134 Final Examination

All students in this program are required to take AT 134, Principles of Aviation Administration. Students who successfully complete this course demonstrate knowledge of basic business management skills and supervisory techniques.

Factors that affect the collected data:

Because different sections of this course may be taught by different instructors, it is possible that the depth of the items measured may not be entirely uniform. This may occur in situations where different faculty members teach different sections of the same course, but it is believed that distortion arising from this factor will be minimal. All sections of the course use the same textbook, and the course is taught from basically the same perspective.

How to interpret the data:

Scores on this exam can range from 0 to 100%, with 70% or better being a passing score. Passing scores (70% or better) on this exam indicate that the program is in fact effective at fulfilling these goals. Students with passing scores on this exam demonstrate knowledge of basic business management skills and supervisory techniques.

UNIVERSITY of ALASKA ANCHORAGE

Master of Education in Special Education & Graduate Certificate in Special Education

Academic Assessment Plan

Adopted by

The Special Education faculty: May 2017

Submitted to the Academic Assessment Committee via:
ayaac@uaa.alaska.edu
May 1, 2017

Reviewed by the Academic Assessment Committee 5/5/17
Reviewed as an information item by the Faculty Senate 5/5/17

MISSION STATEMENT

We prepare educators and support the lifelong learning of special education professionals to embrace diversity and to be intellectually and ethically strong, resilient, and passionate in their work with Alaska's learners, families, and communities.

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with a Master of Education and Graduate Certificate in Special Education will be able to:

- Utilize a variety of assessments to identify specific areas of student strengths and weaknesses and use the results to guide instruction.
- Individualize instruction to meet the specific needs of students with disabilities in inclusive settings.
- Support and promote inclusiveness and equity for students with diverse cultural and ethnic backgrounds.
- Apply the legal and ethical principles associated with special education.
- Promote a positive social environment for all students, particularly those with significant emotional and/or behavioral disorders.
- Develop and maintain an atmosphere of collaboration with teachers, parents, administrators, and paraprofessionals.
- Critically analyze and apply principles of research.
- Demonstrate literacy regarding theoretical perspectives associated with human development and learning.

MEASURES

Assessment #1: Licensure assessment, or other content-based assessment

- Praxis II 5011 (Curriculum & Instruction), or 5014 (Content Knowledge)
- Licensure Exam
- Prior to graduation

Assessment #2: Assessment of content knowledge in special education

- Case Study Project
- Individualized Education Plan /Lesson Plan (generalization & maintenance) & Instructional Program
- EDSE A635 Universal Design for Learning: Differentiation of Instruction for All Learners

Assessment #3: Assessment of candidate ability to plan instruction

- Literacy Project
- Individualized Education Plan /Lesson Plan (Literacy)
- EDSE A623 Language & Literacy

Assessment #4: Assessment of student teaching

- Internship Evaluation
- Final Internship Evaluation
- EDSE A695 Advanced Internship

Assessment #5: Assessment of candidate effect on student learning

- Behavior Change Project
- Functional Behavior Assessment/Behavior Support Plan
- EDSE A624: Social and Emotional Development

Assessment #6: Additional assessment that addresses CEC standards

- Math Lesson Plan Project
- Individualized Education Plan/Lesson Plan (Math)
- EDSE A625: Teaching Math to Special Learners

Assessment #7: Additional assessment that addresses CEC standards

- Capstone Project
- EDSE A695 Advanced Internship

PROCESS

The program faculty will meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program's outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15th each year. A plan for implementing the recommended changes, including of advertising the changes to all the program's stakeholders, will also be completed at this meeting.

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

- 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

Associate of Applied Science in Outdoor Leadership

Academic Assessment Plan

Adopted by

The Outdoor Leadership faculty: May 3, 2017

Submitted to the Academic Assessment Committee via:
ayaac@uaa.alaska.edu
May 3, 2017

Reviewed by the Academic Assessment Committee 5/5/17
Reviewed as an information item by the Faculty Senate 5/5/17

MISSION STATEMENT

The mission of the PWSC Outdoor Leadership program is to provide students with the skills and experience necessary to succeed as outdoor recreation leaders.

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with an AAS in Outdoor Leadership will be able to:

- Evaluate their personal readiness for leadership through reflection on the synthesis of their course experience and by communicating leadership behaviors verbally and in writing.
- Explain the benefits of outdoor recreation for individual and community well-being
- Evaluate risks associated with outdoor activities and identify methods to reduce and/or mitigate those risks.
- Demonstrate proficiency in practical skills necessary for outdoor recreation professionals including technical skills and event planning and hosting.

MEASURES

	SLO	Course and Artifact	Course and Artifact	Internship Journal	Exit Interview
1	Leadership	PEP161-WFR-eval rubric	PEP287-Leadership in Outdoor Rec-eval rubric	Rubric	(results)
2	Theory of Outdoor Recreation	PEP262-Foundations of Outdoor Rec-final paper	PEP287-Leadership in Outdoor Rec-eval rubric	Rubric	(results)
3	Risk Management	PEP266-Safety/Risk-RM plan and review document	PER150-Water Safety and Rescue-eval rubric	Rubric	(results)
4	Skills – Practical Backcountry	(varies)	(varies)	Rubric	(results)
5	Skills – Planning/Hosting	(varies)	(varies)	Rubric	(results)

PROCESS

Using the Internship Journal rubric and Exit Interview templates included below, as well as final papers, exams, demonstrations of technical skills, and other artifacts as appropriate, faculty and staff of the Outdoor Leadership program will annually assess the progress students are making toward meeting the program learning outcomes. Graduation from the program, completion of internships resulting in positive evaluations from supervisors, and job placement after graduation will also be considered in the assessment of student and program success.

Outdoor Leadership Internship Journal/Report Rubric

CATEGORY	4 - Exemplary	3 - Proficient	2 - Marginal	1 - Unacceptable
Structure (10%)	Journal/Report has clear and appropriate introduction, development and conclusion. Organization is logical and displays clear progression. Paragraphing and transitions are clear and appropriate.	Report has adequate introduction, development and conclusion. Organization is logical and displays adequate progression. Paragraphing and transitions are adequate.	Report has weak introduction, development and conclusion. Organization is not always logical and progression is frequently unclear. Paragraphing and transitions are deficient for college-level work.	Organizational structure, paragraphing and transitions are missing or have serious and persistent errors.
Content (45%)	All suggested content from the outline* is covered thoroughly. Specific incidents/examples are frequently included to illustrate points. High quality, relevant photos are frequently embedded in the report in appropriate places. All details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Most suggested content from the outline* is covered fairly thoroughly. More than a few specific incidents/examples are included to illustrate points. High quality, relevant photos are often embedded in the report in appropriate places. Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	More than a few suggested items from the outline* are not addressed. Only one or two specific incidents/examples are included to illustrate points. Only a few high quality, relevant photos are embedded in the report in appropriate places OR photos are poor quality even if there are many. Some details are not in a logical or expected order, and this distracts the reader.	Much of the suggested content from the outline* is not covered thoroughly. No specific incidents/examples are included to illustrate points. Photos are not included, or are poor quality, and are not embedded in the report in appropriate places. Many details are not in a logical or expected order. There is little sense that the writing is organized.
Reflection (35%)	The writing thoroughly explores the experience through personal and general reflection. Reflections are mature, logical and supported by detailed information. Perspectives of supervisors and other co-workers are thoughtfully considered.	Some evidence of personal and general reflection is shown. Reflections are usually mature, logical and usually supported by detailed information. Perspectives of supervisors and other co- workers are considered.	Evidence of personal and general reflection is present, but scarce. Reflections are poorly supported by examples. Perspectives of supervisors and other co-workers are not considered.	No evidence of personal and general reflection is shown. Perspectives of supervisors and other co-workers are not considered.
Mechanics	Writer makes very	Report is relatively free	Report has	Report has serious

(10%)	few to no errors in word selection and usage, sentence structure, spelling, punctuation, or capitalization. The paper is exceptionally easy to read.	of errors (e.g., <10 errors in a 15 page report) in word selection and usage, sentence structure, spelling, punctuation, or capitalization. The paper is easy to read.	significant errors (e.g., one or more per page) in word selection and usage, sentence structure, spelling, punctuation, or capitalization. The errors are distracting and make the paper difficult to read.	and persistent errors in word selection and usage, sentence structure, spelling, punctuation, or capitalization. The paper is very difficult to read.

* Outline of Content to be included:

1. Demonstrate understanding of leadership (roles, functions, and capabilities)
2. Demonstrate understanding of benefit of outdoor recreation to individuals and communities
3. Demonstrate ability to evaluate risk, propose strategies to reduce and/or mitigate risk in outdoor recreation settings
4. Demonstrate practical skills and their application: technical skills, planning and hosting

Outdoor Leadership AAS Exit Interview

Name: _____ Graduation Year:_____

Email: _____ Phone: _____

1. What were your goals/expectations coming into the program?

2. Did the program fail to meet, meet, or exceed your expectations?

3. What was the best part of the program for you?

4. What was the worst part of the program for you?

5. Following are the program Student Learning Outcomes. Please rate each one on a scale of one to four (with one being "I do not feel confident/I have not gained substantial knowledge in this area" and four being "I feel very confident /I have gained substantial knowledge in this area"):

a. Understanding of leadership _____
b. The benefit of outdoor recreation to individuals and communities _____
c. How to evaluate, and reduce or mitigate risks of outdoor recreation activities _____
d. Practical skills of outdoor recreation activities _____
e. Skill in planning and hosting activities _____

6. What are your immediate plans for the future?

7. Where do you see yourself in 1 year, 5 years, and 10 years?

Graduate Certificate in Children's Mental Health

Educational Effectiveness

Assessment Plan

Adopted by

The Psychology Department faculty:
The School of Social Work faculty:
The Special Education faculty:

Submitted to

The Dean of the College of Arts and Sciences:
The Dean of the College of Health and Social Welfare:
The Dean of the College of Education:

The Office of Academic Affairs: 12/6/10

Minor revisions to align PSLO language with catalog
Reviewed as an information item by the Academic Assessment Committee 5/5/17
Reviewed as an information item by the Faculty Senate 5/5/17

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INTRODUCTION

Graduate Certificate Program Description

The Graduate Certificate in Children's Mental Health prepares graduate students and post graduates to practice children's mental health using principles and methods from multidisciplinary sources to assist in the mental health treatment of children and their families. The 14-credit graduate certificate identifies coursework from Social Work, Psychology and/or Education in the statewide UA academic system to fulfill its requirements. Students develop advanced knowledge and competencies for working with children's mental health issues as well as cross-discipline skills for working in Alaska's systems of care. Applicants may either be in a behavioral health graduate program or have graduated from an approved program.

Certificate Completion Requirements

Admitted students are required to complete curriculum requirements for the graduate certificate with a cumulative GPA of 3.00 or better. No course must be below a grade of B.
This document defines the educational objectives and expected outcomes for the Graduate Certificate in Clinical Social Work Practice program and outlines a plan for assessing the achievement of the stated objectives and outcomes. The graduate certificate has been developed by the social work faculty in consultation with experienced local practitioners in the field of clinical social work. The graduate certificate plan was reviewed and approved by the School of Social Work Advisory Council (November, 2004).

This document defines the educational objectives and expected outcomes for the Graduate Certificate in Children's Mental Health and outlines a plan for assessing the achievement of the stated objectives and outcomes. The Children's Mental Health graduate certificate has been developed by the psychology, social work and special education faculty in response to feedback received by the Behavioral health Alliance (BHA) from behavioral health providers and state representatives on how to better meet the needs of the state's behavioral health workforce needs. The BHA is a cross-campus University of Alaska task force that has been working on various aspects of this issue since 2008.

The development of the objectives and outcomes began with a review of core competency requirements in the children's mental health programs of 12 Universities nationwide. They were finalized around the following 3 core programs: 1.) Alaskan Core Competencies for Direct Care Workers in Health and Human Services (AMHTA/AK; DHSS; UA; WICHE; Annapolis CBHW); 2) University of South Florida's Child Mental Health program; and 3) Michigan Association of Infant Mental Health.

The faculty of the three departments will meet to review these objectives, outcomes, and assessment processes in the next week.

PROGRAM OBJECTIVES AND OUTCOMES

The educational objectives of the Graduate Certificate in Children's Mental Health are to produce graduates who can specifically meet the needs of children by:

- Providing adequate clinical diagnoses and biopsychosocial assessments;
- Performing short- and/or long-term interventions;
- Establish treatment plans with measurable goals;
- Adapt interventions to maximize responsiveness;
- Demonstrate competence in clinical risk assessment and intervention;
- Recognize when personal issues affect clinical objectivity;
- Recognize and operate within their own practice limitations;
- Seek consultation when needed;
- Refer to sources of help when appropriate;
- Practice within established ethical and legal parameters.

PROGRAM OUTCOMES

The program is designed to prepare graduate students and post graduates to practice children's mental health using principles and methods from multidisciplinary sources to assist in the mental health treatment of children and their families. In the program the students demonstrate their abilities to

1. Practice within the legal and ethical parameters of the profession;
2. Identify children and their families who are at risk and to assess and intervene properly;
3. Apply a variety of theories and methods of assessment and intervention in their practice;
4. Understand systems of care as they apply to children's mental health; and
5. Assess, collaborate, intervene and document resources and services for children's mental health.

Table 1

Association of Assessment Tools to Program Objectives

	Courses Objective Measures	Exit Interview	Alumni Study
Provide adequate clinical diagnoses and biopsychosocial assessments	1	1	1
Perform short- and/or long-term interventions	1	1	1
Establish treatment plans with measurable goals	1	1	1
Adapt interventions to maximize client responsiveness	1	1	1
Demonstrate competence in clinical risk assessment and intervention	1	1	1
Recognize when personal issues affect clinical objectivity	1	1	1
Recognize and operate within own practice limitations	1	1	1
Seek consultation when needed	1	1	1
Refer to sources of help when appropriate	1	1	1
Practice within established ethical and legal parameters	1	1	1

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

ASSESSMENT TOOLS

A description of the tools used in the assessment of the program objectives and their implementation are summarized in Table 2 below. The tools and their relationships to the program objectives are listed in Table 1, above.

There is a separate appendix for each tool that shows the tool itself and describes its use and the factors that affect the results.

Table 2
Program Objectives Assessment Tools and Administration

Tool	Description	Frequency/ Start Date	Collection Method	Administered by
Course Objective Measure	Student rating of course objective attainment for each course objective listed on syllabus.	Multiple: End of each semester for all certificate courses	Written assessment	Course Instructors
Exit Interview	Focus group interview of graduates upon completion of certificate program.	Annual: Exit from program	Group discussion	Program Coordinator
Alumni Study	Alumni study to measure satisfaction with program, current level of practice, recommendations for program development.	Annual: 1 year post certificate completion	Mailed survey	SSW Program Evaluator

Table 3
Association of Assessment Tools to Program Outcomes

	Course Evaluation	Exit Interview	Alumni Study
Practice within the legal and ethical parameters of the profession	1	1	1
Identify children and their families who are at risk and to assess and intervene properly	1	1	1
Apply a variety of theories and methods of assessment and intervention in their practice	1	1	1
Understand systems of care as they apply to children's mental health	1	1	1
Assess, collaborate, intervene and document resources and services for children's mental health	1	1	1

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

Table 4
Program Outcomes Assessment Tools and Administration

Tool	Description	Frequency/ Start Date	Collection Method	Administered by
Course Evaluation	course grades	Fall & Spring, semesters	Grade sheets	Course Instructor
Exit Interview	Focus group interview of graduates upon completion of certificate program	Annual: Exit from program	Group discussion	Certif. Program Coordinator
Alumni Study	Alumni study to measure satisfaction with program, current level of practice, recommendations for program development.	Annual: 1 year post certificate completion	Mailed survey	Certif. Program Coordinator

ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

The Children's Mental Health Graduate Certificate assessment plan will be conducted independently from each of the 3 departments' (Psychology, Social Work, Special Education) program evaluation processes. An assessment committee will be appointed with at least one representative from each of the 3 participating programs.

The Program Coordinator for the Children's Mental Health graduate certificate will gather data from multiple sources, at multiple points in time, to give the assessment committee a comprehensive picture of student knowledge and skills after they graduate. The assessment committee will work together to identify content areas for instruments, evaluation methodology, data analysis plans, and other activities in order to investigate attainment of program objectives and outcomes. Findings of the evaluation are disseminated to the committee and departmental faculty and utilized in program renewal.

Sources for data evaluating attainment of program objectives and outcomes include: certificate program students, program alumni and faculty assessments for courses in the program. All sources are considered important to the evaluation process and can influence program revisions to enhance the future success of the program.

Data are gathered at four different points in the academic year: 1) at the beginning of the Fall term, as students enter the program and their application data are reviewed; 2) at the end of the Fall term, concluding class and committee activities for the semester; 3) at the end of the Spring semester, as students prepare to complete courses for the academic year; and 4) during the summer when the Program Coordinator drafts program revisions based upon results of the program evaluation process. Multiple data points also include gathering data from alumni one year after graduating from the certificate program. Therefore, it is possible to measure change in objective attainment pre and post program participation. Although rigorous, collecting data throughout the year provides valuable information as the program is in process.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The Children's Mental Health Certificate program's assessment committee will meet twice annually at the end of semesters (Fall and Spring) to review the data collected using the assessment tools in the program evaluation process. The two meetings result in recommendations for program changes that are designed to enhance performance relative to the program's objectives and outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes are to be forwarded to the office of Academic Affairs (in the required format) by the end of May each year. A plan for implementing the recommended changes is also to be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to the programs objectives and outcomes. Recommended changes will consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- 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

Modification of the Assessment Plan

The program assessment committee, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. The changes are to be approved by the faculty of the 3 programs. The modified assessment plan would be forwarded to the 3 departments, 3 schools/colleges and the Office of Academic Affairs.

APPENDIX A: COURSE OBJECTIVE MEASURE

Tool Description:

Course and Program Objectives-Based Evaluations: Upon completion of each course students are asked to rate their achievement of each course objective on a four point scale from 1- Did not achieve, 2-minimally achieved, 3-achieved, to 4-exceeded expectation.

Factors that affect the collected data:

Potential factors are fatigue and lack of perspective about the multidisciplinary approach.

How to interpret the data:

As a goal, the Children's Mental Health graduate certificate program seeks a minimum of 80% of the responses to fall in the "3" or "4" category for each of the course objectives. This outcome measure provides data on all program objectives.

APPENDIX B: EXIT INTERVIEW

Tool Description:

Exit Interview: Upon completion of course work and prior to certificate completion, the Program Coordinator and faculty representatives meet with students as a group for an exit interview. A standard set of questions has been developed to guide this qualitative data collection process. Students are solicited for general feedback about the overall program as well as particular program components such as: horizontal and vertical integration of the curriculum; quality and intensity of the program; utility of the program requirements; overall learning; and sense of accomplishment upon completion of the certificate. The qualitative information gathered from the exit interviews is shared with program faculty and the assessment committee. This outcome measure provides data on all certificate objectives and outcomes.

Factors that affect the collected data:

Potential factors could be fatigue and lack of experience by students.

How to interpret the data:

Students provide a valuable perspective in understanding the quality of their experience. Data is considered as one source in the context of a variety of perspectives.

APPENDIX C: ALUMNI SURVEY

Tool Description:

Alumni Survey: This is the survey of certificate graduates one year after completion of the program. Data are collected regarding graduates' self-reported knowledge, skills and values for clinical social work practice. The questions on this instrument use a five point Likert scale to assess graduates' ratings in content areas specific to the clinical certificate courses. This outcome measure provides data on program objectives and outcomes.

Factors that affect the collected data:

Alumni will have a range of experience to inform their perspective one-year post completion of the program. Response rate will impact generalizability.

How to interpret the data:

This will be important information for understanding the application of knowledge and skills learned in the certificate program, and graduates readiness for licensure. Alumni will have had some time to implement what they learned in the program.

APPENDIX D: COURSE EVALUATION

Tool Description:

Instructors will complete an assessment of student readiness for clinical social work practice through the course evaluation process. Grades will reflect student success in achieving course objectives.

Factors that affect the collected data:

Potential factors could be variable experience of students and lack of previous exposure to course materials.

How to interpret the data:

Student success in courses will be a strong indicator of readiness for practice.

Bachelor of Arts Early Childhood
&
Post-Baccalaureate Early Childhood Certificate

Educational Effectiveness

Assessment Plan

Version 4

Adopted by

The Early Childhood faculty:

Submitted to

The Dean of the College of Education: 2011

The Office of Academic Affairs: <date>

Reviewed as an information item by the Faculty Senate Academic Assessment Committee 5/5/17
Reviewed as an information item by the Faculty Senate 5/5/17

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Mission Statement

The Early Childhood Program at UAA blends theory and practice in the preparation of early childhood educators who can deliver quality care and education for young children from birth through age eight years.

PROGRAM INTRODUCTION

The Bachelor of Arts degree in Early Childhood (BAEC) and the Post-baccalaureate certificate prepares professionals to work with children from birth through age eight. The bachelor's degree will offer opportunity for students to receive an Institutional Recommendation (IR) for certification in Alaska (AK) to teach Pre-K through third grade levels. The Post-baccalaureate certificate includes the IR as well.

The bachelor's program and Post-baccalaureate certificate program offers professionals working in early care and education settings childcare or the public school system opportunities to further their professional career in early childhood. Many changes occurring nationally and in our state have brought attention to young children. It is an important time for our state and nation as there is a critical need for quality programs for young children, consequently the need for qualified early childhood professionals has increased. Children and the future of our society are shaped by children's interactions with the environment, other people, and through the types of educational and learning experiences they encounter.

ASSESSMENT PROCESS INTRODUCTION

< The Early Childhood Educational Effectiveness plan is based on the National Association of Education for Young Children (NAEYC) performance standards. These standards are intended for higher education programs that prepare practitioners at the "initial licensure" or certification level. These Early Childhood standards have been approved by the National Council for Accreditation of Teacher Education (NCATE) and describe the kinds of knowledge, skills, and dispositions that Early Childhood professionals should possess. In addition, these standards correlate with the College of Education Conceptual Framework. [1]

The initial assessment plan was prepared and submitted in Fall, 2002. After teaching much of the program, Early Childhood faculty analyzed data and revised the program in Fall of 2006. Additional changes to the program, specifically in the internship, were revised in Spring of 2008. This document, version 3, includes a mission statement and updated assessments.

This document defines the educational objectives and expected outcomes for the BAEC program and for Post-Baccalaureate Early Childhood program. Both programs have the same outcome and the same Early Childhood content. Post-Baccalaureate students complete their Bachelor's degree prior to taking the Early Childhood content. Therefore, this document outlines a plan for assessing the achievement of the stated objectives and outcomes.

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[1] NAEYC Guidelines Revision: NAEYC Standards for Early Childhood Professional Preparation: Baccalaureate or Initial Licensure Level, 2002., http://www.naeyc.org

The development of the objectives and outcomes consisted of discussions with advisory committee members during the development of the curriculum for the BAEC, discussions with BAEC faculty, consultation with other nationally recognized personnel preparation programs over the course of several years. Dr. Seitz, the coordinator for the EC programs has attended several conferences and workshops related to NAEYC/NCATE standards. She became a national reviewer for NAEYC/NCATE in the Fall of 2007 and has incorporated information from her experiences into this plan. In addition, EC faculty have consulted with community advisors (mentor teachers, principals, agency directors), graduates, and current students for guidance with revisions to course assignments and assessments.

PROGRAM STANDARDS AND OUTCOMES

At the bachelors and graduate degree level, NAEYC works with NCATE (the National Council for Accreditation of Teacher Education) to review the early childhood programs at four-year colleges and universities. NAEYC-trained reviewers who are faculty in other early childhood programs evaluate program reports to determine whether a program meets NAEYC's five standards of professional preparation. If a program meets the standards and receives National Recognition, and if the institution goes on to be accredited by NCATE, the program has received a nationally known mark of quality. (naeyc.org)

Coherent, evidence-based standards for the preparation of early childhood professionals are powerful tools that act as signposts pointing the way to our desired goals for emerging professionals. NAEYC developed and supports professional preparation standards in five key areas that serve as widely held expectations about what early childhood professionals know and are able to do as they work with young children from birth through age 8. (naeyc.org)

The standards for Initial-licensure programs were revised and approved in 2001, and the standards and Essential Tools for advanced programs were revised and approved in 2002. The following are the standards that all coursework and assessments provide evidence of meeting and addressing:

1. **Understand child development knowledge and learning**
   - Understands young children's characteristics and needs,
   - Understands multiple interacting influences on children's development and learning,
   - Creates environments that are healthy, respectful, supportive, and challenging for all children.

2. **Build and support family and community relationships.**
   - Understands, and values the importance and complex characteristics of children's families and communities.
   - Creates respectful, reciprocal relationships that support and empower families, and involves all families in their children's development and learning.

3. **Observe, document, and assesses young children.**
   - Knows about and understands the goals, benefits, and uses of assessment.
   - Knows about and uses systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

4. **Uses appropriate teaching and learning strategies – Knows appropriate content for young children**
   - Integrates their understanding of and relationships with children and families;
   - Understands developmentally effective approaches to teaching and learning
   - Uses knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children.

5. **Becomes a professional**.
   - Identifies and conducts themselves as members of the early childhood profession.
   - Uses ethical guidelines and other professional standards as related to early childhood practices.

- They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources.

At the completion of this program, based on the above professional standards, students are able to:

- Create a healthy, respectful, supportive, and challenging learning environment based on knowledge of child development.
- Create respectful, reciprocal relationships that support and empower families, and involve all families in their children's development and learning.
- Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.
- Design effective approaches to teaching and learning, implement and evaluate experiences that promote positive development and learning for all children.
- Incorporate their knowledge of content areas to create appropriate experiences for young children
- Use ethical guidelines and other professional standards related to early childhood practice.
- Demonstrate knowledgeable, reflective, and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources.

TABLE 1: ASSOCIATION OF ASSESSMENT MEASURES TO PROGRAM OUTCOMES

Outcomes	Family Community Study	Teacher as Researcher Project	Integrated Unit	Praxis II	Exit Survey	Curriculum Analysis
Create a healthy, respectful, supportive, and challenging learning environment based on knowledge of child development.	1	1	1	0	1	1
Create respectful, reciprocal relationships that support and empower families, and involve all families in their children's development and learning.	1	1	1	0	1	1
Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.	1	1	1	0	1	1
Design effective approaches to teaching and learning, implement and evaluate experiences that promote positive development and learning for all children.	0	1	1	0	1	1
Incorporate their knowledge of content areas to create appropriate experiences for young children.	1	0	0	1	1	1
Use ethical guidelines and other professional standards related to early childhood practice.	1	1	0	1	1	1
Demonstrate knowledgeable, reflective, and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources.	0	1	1	0	1	1

0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.

ASSESSMENT MEASURES

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

TABLE 2: PROGRAM OUTCOMES ASSESSMENT MEASURES AND ADMINISTRATION

Measure	Description	Frequency/ Start Date	Collection Method	Administered by
Family Community Study	The family community study is a collaborative project to help students understand a school community and to be culturally responsive with children.	Annually	EDEC 242 & EDEC 492	Instructor
Teacher as Researcher Project	The teacher research project is an action research project requiring observations, analysis, and presentation. The student articulates their knowledge about child development through written and oral presentation.	Annually	EDEC 301	Instructor
Integrated Unit	The Integrated Unit Plan is a project that integrates appropriate curriculum with authentic assessment. The plan includes experiences and lessons for a minimum of two content areas that support building community in the classroom.	Annually	EDEC 403 & EDEC 404	Instructors
Praxis II	The Praxis II is a standardized test required for teachers in Alaska to assess content knowledge.	Prior to internship	Results are mailed to Institution	Testing Center
Exit Survey	The exit survey asks graduates of the program to rate their performance relative to the program's outcomes. Additionally, graduates are asked to rate the program's delivery of the material related to the objectives from their viewpoint.	Annually	Emailed survey	COE Staff
Curriculum Analysis	The Curriculum Text Analysis is an investigation of a published curriculum unit. The analysis raises and examines questions in relation to practice and theory in the field of early childhood.	Annually	EDEC 206	Instructor

ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

Delivery of the Early Childhood program commenced in Fall of 2002.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The program faculty will meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program's outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15th each year. A plan for implementing the recommended changes, including of advertising the changes to all the program's stakeholders, will also be completed at this meeting.

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

- 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

Modification of the Assessment Plan

As the early childhood program grows in numbers of students and years of delivery, the faculty will continue to monitor its progress. Through the NCATE/NAEYC review process, we will analyze the data from the assessments and make modifications to the curriculum and assessment loop.

APPENDIX A: STANDARDS BASED ASSESSMENT- FAMILY COMMUNITY STUDY

Tool Description:

The family community study is a collaborative project to help students understand a school community and to be culturally responsive with children.

Factors that affect the collected data:
This data has been collected in the internship and will begin to be collected in a lower division 200 level courses. Some students may be required to do this twice depending on their course attendance. If students take this course at other campuses (Mat-Su, KPC, or other universities) they may not do this study.

How to interpret the data:
The score data will be collected and aggregated each year. The data will be reviewed annually by early childhood faculty. They will note if the assessment continues to address NAEYC Standard 2.

Tabulating and Reporting Results

The Early Childhood Faculty will prepare a summary of results from the standards based assessment.

The assessment tool and scoring guide are attached.

Standards Based Assessment- School Community Study

Purposes:

- To develop student's familiarity with an agency or school community, including key individuals, businesses and other organizations.
- To identify resources in the community.
- To identify the outside-of-school organizations, institutions, and patterns of activity that might influence students' interests, ideas, and knowledge.

Description:

The student will focus on understanding the agency's or school's socio-cultural context in ways that inform his/her culturally responsive teaching practices.

This SBA addresses NAEYC Standard 2: Building Family and Community Relationships

- Family and community characteristics
- Supportive family relationships
- Involving families in child's development

Alaska Teaching Standards and Alaska Cultural Standards Addressed:
Standards 3 & 7

Directions:

Phase 1 – Collection and presentation of data by the group.–

The study should be presented as a PowerPoint or as a movie/video (some form of technology).

Research your topic using multiple data collection tools.

Researchers:

1. Parent Involvement
    a. Interview two parents or teachers about parent involvement issues at the agency or school
    b. Gather School Materials – handbooks, brochures
    c. Photograph – environment, children engaged in activity, other

2. What makes your agency or school Special? Does your agency or school have a special philosophy or guiding principles?
    a. Attend events a tour or event at the agency or school
    b. Collect calendars, documents, flyers
    c. Observe
    d. Photograph

3. Demographics and other statistic
    a. Interview agency or school administration
    b. Research population data (USDA stats, free or reduced lunch, ethnicity, etc.)
    c. Web searches (http://www.asdk12.org/ and http://www.greatschools.net) or an agency website

Phase 2 – Write an individual response

1. Write a **description** about your research. What method did you use to learn about your topic? How did you collaborate with others in your group others in the community?

2. Write a **Reflection about the experience**. How will/could this information influence your teaching?

Phase 3 – Documentation and presentation

Include the following:

- Documentation panel, PowerPoint, iMovie, etc. of Phase one information
- Analysis – the big picture. What does all the information mean?
- An overview of each area of research
- School/community resources
- PHOTOGRAPHS, TRANSCRIPTS, INTERVIEWS, ETC….

School Community Study
Scoring Guide

To earn a "Pass" for this project, the final product must include all three sections and successfully meet the following criteria:

_____Methods and Analysis: A one-page description of the methods used in the Study. Evidence that the group used two of the three data collection methods: (1) observations, (2) documents, (3) *informal* interviews.

_____Description: A description product that clearly includes the following three areas: (1) Community Demographics, Institutions, and Barriers; (2) Resources; (3) Socio-Cultural Context: Connections to Students.

_____Reflection: A 1-2-page reflective paper that clearly explains how the intern plans to apply the Study's findings in his or her teaching practices. Reflection specifically addresses culturally-responsive teaching practices.

_____Presentation: Clearly presents the school/community socio-cultural context and how the students intend to integrate the Study's findings in their teaching practices.

Appendix B: Standards Based Assessment-Teacher as Researcher Project

Tool Description:

The teacher research project is an action research project requiring observations, analysis, and presentation. The student articulates their knowledge about child development through written and oral presentation.

Factors that affect the collected data:

The course instructors may have different philosophy and different perceptions related to the demonstration of competency. In addition, if students take the prerequisite courses at other campuses, they may have different prior knowledge and abilities.

How to interpret the data:

The tool can be one indicator of the student knowledge level child development and ability to observe and document child learning.

Attached you will find a copy of the standards based assessment and rubric.

Tabulating and Reporting Results

The Early Childhood Faculty will prepare a summary of results from the standards based assessment.

The assessment tool and scoring guide are attached.

Standards Based Assessment-Teacher as Researcher Study

Purposes

- To understand young children's characteristics and needs

- To understand the use of documentation as an inquiry process that can be used as an integral component of the assessment system.

Description

The teacher as researcher Study is an artifact and a presentation to demonstrate your learning and knowledge of child development and the observation and documentation process. The Child Development Study fulfills partial requirements to meet the National Association of the Education of Young Children Standards 1, 3 and 5.

***Components of the* Teacher as Researcher Study**

The **Teacher as Researcher Study** consists of the following:

1. **Introduction of teaching practice, environmental issue, or special topic**. Explain your topic.
2. **Research focus** – Develop a research question and focus (most topics are very broad) – what do you want to learn about in relation to your **teaching practice, environmental issue, or special topic**. This research question will guide your literature review. Consider how you will observe this **teaching practice, environmental issue, or special topic** in your classroom**.**
3. **Literature Review** – your literature review consists of research-based articles/studies, books about the topics, and interviews with educators who are currently involved in your current topic. You must use a *minimum* of four sources. A minimum of two sources must be from a research-based article; a minimum of one source must be from a book. (Your fourth or more sources are from a variety of sources – your choice). You must also interview one or more person/people/children about your topic.
4. **Methodology** – the methodology includes how you obtained information (the action research part – not the library part), the types of observations you used, descriptions of the kids you observed/interviewed, description of the classroom and teacher, and how you collected the information.
5. **Analysis and Discussion** – This section explains the data you collected, the meaning behind the data (what do the observations mean? What did you learn from your observations? Also, what implications does this have for the future in this classroom? You should offer ways to extend the topic based on your findings, things that were changed or addressed because of your findings, ways you would change the curriculum, ways you would change the environment. Provide specific examples.
6. **Conclusion** – Your personal response to the topic. Will this topic impact your own teaching? Why? Why not? What more do you want to learn about this topic?
7. **Environmental analysis** - Describes how the environment promotes

relationships. Documents how the environment supports learning. Describes possible changes in the environment to support your project. Provides environmental plan – layouts

8. **Documentation -** Documents the classroom research project – (what you learned, what the children learned, explains why something works, etc.) in a form for the classroom (bulletin board, documentation panel, class book, class video, other). Include a beginning (intro to the project), middle (classroom observations), end (questions or future directions)

Assessment

The child development study is to be completed during stage one of the portfolio process. Stage one completion will be assessed and evaluated by Early Childhood Faculty.

Standards Based Assessment- Teacher as Researcher Study Rubric

Criteria	Exceeds Expectations	Mets Expectations	Does Not Expectations
Knowledge of child development and learning [NAEYC Standard 1: 1a, 1b)	Projects reflect thorough knowledge of the interaction and influence of relevant theory and research as it applies to the characteristics of young children. Examples might include reference to children with disabilities and culturally and linguistically diverse children.	Projects note the characteristics of young children with an understanding of research and theory.	Insufficient evidence noting the characteristics and needs of young children. Examples lack understanding of theory and research.
Knowledge of inquiry in observation/documentation process [NAEYC Standard 1: 1c; Standard 3; 3b,; Standard 5, 5c]	Work reflects in-depth knowledge for the use of documentation approach to influence practice. Positive evidence of the inclusion children with disabilities and culturally and linguistically diverse children.	Work reflects essential knowledge for the use of the documentation approach to influence practice. Positive evidence of the inclusion children with disabilities and culturally and linguistically diverse children.	Lack of essential knowledge in the documentation approach to assessment.
Evidence of team work in the observation and document in the assessment process [NAEYC Standard 3; 3d]	Demonstrates contributions to partnerships in documentation process. Evidence of documentation in communication with children and families.	Core skills are evident in communicating with peers, teachers and families in the documentation process.	Minimal evidence of partnership in the documentation process.
Written Presentation of paper [NAEYC Standard 5; 5d]	Evidence of integration of knowledge from foundation courses in child development and in the understanding of observation and documentation as an approach in the assessment process. Use of APA. Clearly articulated concepts.	Core elements of understanding in child development knowledge and observation and documentation as an approach in the assessment process. Use of APA.	Lacks evidence of understanding of child development knowledge and observation and documentation approach. Writing does not adhere to APA and/or writing is disorganized.
Use of Technology	Technology makes significant contribution to teaching and learning experiences	Core elements of technology are evident.	Technology is inappropriately used or lacks evidence of use.
Oral Presentation [NAEYC Standard 5, 5c]	Articulates integration of knowledge in thoughtful fashion.	Communicates key elements of knowledge.	Lacks ability to present clear thoughtful oral responses.

APPENDIX C: STANDARDS BASED ASSESSMENT-INTEGRATED UNIT

Tool Description:

The Integrated Unit Plan is a project that integrates appropriate curriculum with authentic assessment. The plan includes experiences and lessons for a minimum of two content areas that support building community in the classroom.

Factors that affect the collected data:

Perceptions of the person administrating the tool can impact summary of the data. Inconsistency in consensuses with performance standards may also impact the summary of the data.

How to interpret the data:

The tool can be one indicator of the student level of child development knowledge, ability to observe children, work with families, and address content standards for children. An assessment rubric will be used to evaluate effectiveness of integrated unit.

Tabulating and Reporting Results

The integrated unit is addressed in a methods course and applied in a classroom. Method's course instructor assesses the unit. Input will be given by mentoring team. The Early Childhood Faculty will prepare a summary of results from the standards based assessment.

The assessment tool and scoring guide are attached.

Standards Based Assessment-INTEGRATED UNIT

Purposes

- The purpose of this portfolio piece is to offer an opportunity to integrate a minimum of two discipline areas into the course curriculum. This project will explain your process of introducing your Integrated Instructional Unit, *planning* developmentally appropriate practices to curriculum development, facilitating the plan, assessing the plan, and reflecting on the plan.

- This process should be centered on relationship building between students, students/intern, intern/families, and intern/school community.

Description

The Integrated Unit Plan is a project that integrates appropriate curriculum with authentic assessment. The plan includes experiences and lessons for a minimum of two content areas that support building community in the classroom.
The Integrate unit fulfills partial requirements to meet the National Association of the Education of Young Children Standards 1, 2, 3, 4, and 5.

***Components of the* Integrated unit**

The **Integrated Unit** consists of the following:

You must submit a project that includes the following parts of the process of integrating an instructional unit:

1. **Introduction to project** – why/how the project evolved (rational for implementation)
2. **Planning**
    - Well focused, organized and sequenced
    - Developmentally appropriate
    - Authentic opportunity

3. **Content**
    - Addresses AK content standards
    - Focused on important/appropriate concepts
    - Aimed at deep understanding of minimum of two content areas
    - Culturally relevant and respectful

4. **Facilitation**
    - Variety of teaching-facilitating strategies
    - Opportunities for differences in learning styles
    - Authentic opportunities for children-ones that connect to child interests, experiences, needs
    - Use of resources
    - Use of technology
5. **Assessment**

- Authentic assessment
- Formal assessments
- Documents student (child) and intern learning processes
- Adjusts expectations as necessary to meet student needs

6. **Reflection**
   - Journal
   - Relationship building between students, families, school community and the intern.
   - How did these experiences change the student outcomes? How this is made visible through documentation?

7. **Supporting Evidence to be included:**
   - Lesson Plans
   - Observations
   - Student work
   - Formal assessment
   - Documentation (photographs, artifacts, transcripts, etc.)

Assessment

The integrated unit is to be completed during the last stage of the portfolio process. The unit will be assessed and evaluated by Early Childhood mentoring team.

Integrated Unit Rubric

Criteria	Exceeds expectation	Satisfactory	Not Satisfactory
Alignment with content standards (Aligns with NAEYC standard 4.)	All lessons are explicitly linked to content standards. All learning activities, assignments, assessments, and resources are aligned with content standards.	Most lessons are explicitly linked to content standards. Most learning activities, assignments, assessments, and resources are aligned with content standards.	Few lessons are explicitly linked to content standards. Few learning activities, assignments, assessments, and resources are aligned with content standards.
Integration is Accurate and appropriate for young children. The integration of content has an impact on children's learning. (Aligns with NAEYC standard 1, 3 & 4.)	Intern's use of content is accurate and appropriate. Lessons have an impact on children's learning. Impact is visible through various means of documentation.	Intern's use of content is mostly accurate and appropriate. Shows some awareness of the big ideas or structure of the discipline.	Intern's use of content contains numerous inaccuracies and is inappropriate. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.
Use of a Variety of Instruction, Activities, Assignments, Assessments, and Resources that support families and the school community (Aligns with NAEYC standard 2 &5.)	Significant variety across instruction, activities, assignments, assessments, and resources. This variety makes a clear contribution to students' learning, involves the family, and is culturally responsive.	Some variety in instruction, activities, assignments, assessments, or resources but with limited contribution to students' learning or understanding of family or cultural diversity.	Little variety of instruction, activities, assignments, assessments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets). Does not address family or cultural needs.
Use of Technology (Aligns with NAEYC standard 5.)	Intern integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	Intern uses technology but it does not make a significant contribution to teaching and learning OR Intern provides limited rationale for not using technology.	Technology is inappropriately used OR Intern does not use technology and provides no (or an inappropriate) rationale for its absence.

APPENDIX D: PRAXIS II

Tool Description:

The Praxis II is a standardized test required for teachers in Alaska to assess content knowledge.

Factors that affect the collected data:

The testing materials are designed by national testing services and the competency areas that are tested may not be emphasized in the student's GER's offered through UAA. Students only need to pass the exam. Some students may perform well enough to pass but may not reflect "best" performance.

How to interpret the data:

A record of the students who pass the exam will give the program information related to the how well the program prepares the student's basic content knowledge in Science, Mathematics, Language Arts, and Social Studies.

Tabulating and Reporting Results

The test results are received as students submit for application to Internship. The staff enters data, computes results and presents once a year results to faculty.

Praxis II Information

http://www.eed.state.ak.us/TEACHERCERTIFICATION/hq.html
All teachers must be highly qualified by June 30, 2007 according to the federal government. To become highly qualified, **new** elementary teachers must take either of the two Praxis II tests identified for elementary teachers.

http://www.ets.org/portal/site/ets/menuitem.fab2360b1645a1de9b3a0779f1751509/?vgnextoid=48c05ee3d74f4010VgnVCM10000022f95190RCRD
The Praxis Series™ assessments provide educational tests and other services that states use as part of their teacher licensure and certification process. The Praxis I® tests measure basic academic skills, and the Praxis II® tests measure general and subject-specific knowledge and teaching skills.

Praxis II Exam	AK passing score
Elementary Education Content Knowledge – 0014	143
Elementary Education, Curriculum, Instruction and Assessment – 0011	156

APPENDIX E: CURRICULUM ANALYSIS

Tool Description:
The Curriculum Text Analysis is an investigation of a published curriculum unit. The analysis raises and examines questions in relation to practice and theory in the field of early childhood.

Factors that affect the collected data:
Perceptions of the person administrating the tool can impact summary of the data. Inconsistency in consensuses with performance standards may also impact the summary of the data.

How to interpret the data:
The tool can be one indicator of the student level of child development knowledge, ability to observe children, critically examine published material (professional disposition), and address content standards for children. An assessment rubric will be used to evaluate effectiveness of curriculum analysis.

Tabulating and Reporting Results
The curriculum analysis is conducted in an integrated curriculum course. The instructor will determine grades from this assessment. The Early Childhood Faculty will examine data and they will prepare a summary of results from the standards based assessment.

The assessment tool and scoring rubric are attached.

SBA – Curriculum Text Analysis

Description

The Curriculum Text Analysis is an investigation of a published curriculum unit. The analysis raises and examines questions in relation to practice and theory in the field of early childhood.

Purpose

To better understand how curriculum is developed, planned, applied, and assessed.

Directions

1. Examine two commercial curriculum packages. Be sure one of curriculum package is supported and or adopted by a school district (see instructor for permission). What types of materials are included in the curriculum package? Describe the particular features?

2. Review the Alaska Teacher Standards for the primary grades. See the following website: http://www.eed.state.ak.us/standards/ or http://www.journal.naeyc.org/btj/200303/links.asp Do you see connections between the standards and the curriculum package? What are they? How are they disconnected?

3. How are the activities, in the curriculum package, linked to the included assessments or standardized assessments? What types of assessment tools are included? Do these assessment tools reflect evidence of meeting the science standard?

4. Are the activities user-friendly for a teacher? Are the experiences meant to be a prescribed curriculum? An open-ended curriculum? An enrichment to another curriculum?

5. What aspects of the curriculum package do you wonder about, question the content, or disagree with?

6. What is the best part of this curriculum?

7. Facilitate a lesson from the curriculum package. Did the package provide enough information? Did you follow the lesson or did you supplement? Which standard did you meet in your lesson? How did you assess the children to see if they met your intent of the lesson (did the students learn what they were supposed to)? Attach a lesson plan and reflection about your experience.

Curriculum/Textbook Analysis Rubric

Criteria	Exceptional	Satisfactory	Needs Improvement
Analysis of Relationships between curriculum materials, child development knowledge, and content standards (AK teacher standards and NAEYC standards).	Analysis demonstrates connections between child development and curriculum product. Analysis raises thoughtful questions about content knowledge and how it is adequately represented in the curriculum/textbook. Analysis addresses how standards are being met and raises questions about supporting materials, ideas, and resources.	Analysis demonstrates some pedagogical content knowledge. Several connections were raised between the content of curriculum materials and child development knowledge. Standards were addressed.	Displays little or no understanding of the relationship between child development knowledge and content. Few questions or information about how standards are being addressed.
Analysis demonstrates ability to use commercial curriculum materials thoughtfully and judiciously.	Analysis connects effective use of the material to learning goals, instructional design, and assessment results.	Connects learning goals, instructional design, and assessment results to student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Does not connect learning goals, instructional design, and assessment results to student learning and effective instruction and/or the connections are irrelevant or inaccurate.
Analysis reflects connections between curriculum and assessment and between teaching and learning.	Analysis examines the connections between curriculum and assessment. Analysis provides clear examples of student learning from application of a lesson.	Analysis provides few connections between curriculum and assessment. Examples of student learning are weak. Limited rational of why this is a valuable lesson.	Provides limited ideas or inappropriate ideas for designing instruction around the material. Few or inappropriate assessment strategies are discussed.

APPENDIX G: EXIT SURVEY

Tool Description:

The exit survey asks graduates of the program to rate their performance relative to the program's outcomes. Additionally, graduates are asked to rate the program's delivery of the material related to the objectives from their viewpoint. Faculty needs to develop this survey.

Factors that affect the collected data:

A number of factors need to be taken into consideration when analyzing the data. The following factors are few of the considerations:

- Low return rates.
- Timing may be an issue. Students may not have completed the program or have had a chance to apply their education completely in the internship experience.

How to interpret the data:

Care should be taken to investigate and discuss the factors influencing the results before analysis.

Tabulating and Reporting Results

The faculty prepares the survey. The staff administers the survey through survey monkey or zoomerang. Staff receives the results and tabulates them for use in faculty outcomes review.

Early Childhood Exit Survey

1. The National Association of Education for Young Children (NAEYC) provides the framework for which our early childhood programs are developed. Indicate the degree to which you feel your program prepared you for professional practice with respect to the NAEYC teacher preparation standards:

	Strongly Disagree					**Strongly Agree**
Standard 1. **Promoting Child Development and Learning**						
Understand young children's characteristics and needs.	1	2	3	4	5	6
Understands and knows multiple interacting influences on children's development and learning.	1	2	3	4	5	6
Creates environments that are healthy, respectful, supportive, and challenging for all children.	1	2	3	4	5	6
Standard 2. **Building Family and Community Relationships.**						
Know about, understand, and value the importance and complex characteristics of chil-dren's families and communities. and to	1	2	3	4	5	6
Creates respectful, reciprocal relationships that support and empower families.	1	2	3	4	5	6
Involves all families in their children's development and learning.	1	2	3	4	5	6
Standard 3. **Observing, Documenting, and Assessing to Support Young Children and Families.**						
Know about and understand the goals, benefits, and uses of assessment.	1	2	3	4	5	6

Uses systematic observations, documentation, and other effective assessment strategies in a responsible way.	1	2	3	4	5	6
Builds partnerships with families and other professionals, to positively influence children's development and learning.	1	2	3	4	5	6
Standard 4. **Teaching and Learning.**						
Integrates their understanding of and relationships with children and families.; and their	1	2	3	4	5	6
Understands develop-mentally effective approaches to teaching and learning.	1	2	3	4	5	6
Knowledgeable of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.	1	2	3	4	5	6
Standard 5. **Becoming a Professional.**						
Identifies and conduct themselves as members of the early childhood profession.	1	2	3	4	5	6
Knows and uses ethical guidelines and other professional standards related to early childhood practice.	1	2	3	4	5	6

Are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources?	1	2	3	4	5	6
Are informed advocates for sound educational practices and policies?	1	2	3	4	5	6

2. In terms of your preparation as an early childhood educator, what were the elements of the program that were the most satisfying and valuable for you?

3. What areas of your preparation do you feel were overlooked and/or needed more emphasis and attention?

4. Please add any additional comments regarding your program preparation as an early childhood educator

University of Alaska Anchorage
BA/BS in Psychology

Educational Effectiveness

Assessment Plan

Version

Adopted by

The Psychology Department Undergraduate Studies Committee faculty on April 26, 2017

Reviewed as an information item by the Academic Assessment Committee on 5/5/17
Reviewed as an information item by the Faculty Senate on 5/5/17

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MISSION STATEMENT

PROGRAM INTRODUCTION

This document defines the expected educational outcomes for the Psychology Department's Baccalaureate (BA/BS) degree program, and outlines a plan for assessing the achievement of the stated outcomes during 2016-17.

The Psychology Department's Undergraduate Studies Committee (USC) consists of all full-time faculty (tenure-track and term) teaching undergraduate courses in the department (list of faculty appears below). The USC meets every Wednesday from 11:30am-12:30pm during the Fall and Spring semesters.

Faculty serving on the Psychology Department Undergraduate Studies Committee (USC) in 2016-2017 include:

Dr. Gwen Lupfer (*USC Coordinator*)
Dr. Robert Boeckmann
Dr. Veronica Howard
Prof. Phil Jordan
Dr. Maria Ippolito
Dr. Claudia Lampman (*Psychology Department Director*)
Dr. Mychal Machado
Dr. Eric Murphy
Dr. Yasuhiro Ozuru (*Outcomes Assessment Coordinator for BA/BS*)
Dr. Karen Ward

ASSESSMENT PROCESS INTRODUCTION

The program outcomes for the BA/BS in Psychology were originally developed by the USC in 2000, and have been reviewed and updated every Fall (most recently in April 2017). Dr. Yasuhiro Ozuru, Associate Professor of Psychology, has been serving as the Outcomes Assessment Coordinator for the baccalaureate degree in Psychology since 2000.

This document defines the expected student learning outcomes for the BA/BS in Psychology program and outlines a plan for assessing the achievement of the stated outcomes.

The student learning outcomes were recently revised during the Undergraduate Study Committee meeting on DATE (will get this). The revision centered on: (1) having student learning outcomes that were measurable in an objective manner, and (2) having outcomes that clearly reflected what students are expected to achieve by completing the training in the program. As such, the meeting proceeded to reframe the outcome by specifically focusing on the performance and ability level that students are expected to acquire when completing the BA/BS degree in Psychology.

The faculty met and accepted the outcomes and assessment processes in the Undergraduate Studies Committee weekly meeting on April 26, 2017.

STUDENT LEARNING OUTCOMES

The Undergraduate Studies Committee (USC) has determined a set of desired learning outcomes for students receiving a baccalaureate degree (BA or BS) in Psychology at UAA. These outcomes state that students completing a BA or BS in Psychology will:

1. Possess a broad knowledge of contemporary psychology.
2. Have experience conducting psychological research.
3. Be able to demonstrate skills in research design and data analysis.
4. Be prepared for advanced study in psychology and related disciplines.

TABLE 1: ASSOCIATION OF ASSESSMENT MEASURES TO PROGRAM OUTCOMES

	PACAT Exit Exam	Independent study, Research Assistantship	Graduate School Acceptance,	Theses, Presentations Publications
Possess a broad knowledge of contemporary Psychology.	1	0	1	0
Be able to demonstrate skills in research design and data analysis	1	0	0	1
Have experience conducting psychological research	0	1	0	1
Be prepared for advanced study in psychology and related disciplines.	1	1	1	1

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

ASSESSMENT MEASURES

A description of the measures used in the assessment of the student learning outcomes and their implementation are summarized in Table 2. The measures and their relationships to the learning outcomes are listed in Table 1, above. There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

TABLE 2: PROGRAM OUTCOMES ASSESSMENT MEASURES AND ADMINISTRATION

Tool	Description	Frequency/ Start Date	Collection Method	Administered by
PACAT Exit Exam	Project in Area Concentration Achievement Testing (PACAT) in Psychology, a standardized exam that measures knowledge of psychology in 10 areas. National norms available for comparison.	Administered year round at University Center in the Testing Center.	Standardized multiple choice exam (see Appendix A, below)	UAA Testing Center.
# of student conducting independent studies in research and research assistantship	This will be a measure of students research experience	Administered during Exit Exams	Survey of faculty mentors	Outcomes Assessment Coordinator
Graduate School Acceptance Rate, University and Departmental Honors Graduates, and Undergraduate Research Grants	This is a measure of how well our students are prepared for advanced graduate training in the field of psychology.	Spring semesters	Survey of faculty mentors; Exit Survey (see above); Review of Records from Office of Undergraduate Research and Scholarship	Outcomes Assessment Coordinator
Number of students completing senior theses, conference presentations and publications	Conducting research is a critical component of an undergraduate education in psychology. This will be a measure of our students' successes in this area.	Spring semesters	Survey of faculty mentors; enrollments in PSY 499; 397; 497; conference programs;	Outcomes Assessment Coordinator

ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

Overall, our assessment plan relies on information from the following sources: 1) scores on the nationally standardized PACAT exit exam; 2) records of senior thesis completion, graduate school acceptances, student publications, presentations, and grants, and enrollment and participation in independent research and research assistantships; and 3) self-reports provided by the students on the Exit Survey.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The program faculty will meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance students meeting/exceeding the expected learning outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the College of Arts and Sciences Assessment Coordinators Committee by June 15th each year, and it will be submitted to Office of Academic Affairs every 5 years. A plan for implementing the recommended changes, including advertising the changes to all of the program's stakeholders, will also be completed at this meeting.

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

- 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

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. The changes will be approved by the faculty of the program. The modified assessment plan will be forwarded to the dean/director's office and the Office of Academic Affairs.

APPENDIX A: PACAT EXIT EXAM

Measure Description:

Each semester, the Psychology Department administers an exit exam to graduating seniors. All students are required to take this exam prior to graduation. The exam is used only as an assessment tool; students do not need to attain a certain score on the exam to graduate, nor do scores appear on transcripts. Since 1991, this exit exam has been supplied and scored by the Project in Area Concentration Achievement Testing or PACAT. The exam measures knowledge of psychology in eight major areas; our curriculum requires coursework in all of these areas. The reports we receive allow us to examine how our students compare with other undergraduates nationwide.

Factors that affect the collected data:

Because students need to merely take the exam, and not achieve a certain score, the exam is not always taken seriously by students. All advisors and faculty are encouraged to speak with their advisees and students about the importance of the exit exam to the assessment of the program.

How to interpret the data:

> This exam is used by the USC to assess outcome #1 (that our graduates should possess a broad knowledge of contemporary psychology), outcome #3 (that our graduates should be able to demonstrate skills in research design and data analysis), and outcome #4 (that graduates should be prepared for advanced study in psychology and related disciplines). We examine standard scores and percentile ranks for our students in each of the eight areas where we have required coursework, and overall. The table below shows recent scores and trend data on the exit exam.

Percentiles on ACAT Exit Exam 2009-2016								
	2009-2010	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**Weighted Average past 3 years 2013-2016**
Abnormal %	53	62	54	55	63	61	60	**61.27**
Developmental %	57	63	62	62	48	56	57	**53.83**
Exper. Design %	63	58	58	63	67	59	66	**64.13**
Learn./Cog. %	61	64	73	73	64	71	69	**68.04**
Personality %	47	50	62	42	51	54	54	**53.05**
Physiological %	54	61	60	60	52	50	53	**51.74**
Social %	53	57	74	58	54	58	64	**58.94**
Statistics %	52	47	47	52	45	60	59	**54.86**
Overall %	59	64	68	62	59	64	67	**63.52**
Number of Examinees	62	96	71	74	68	67	79	214

UNIVERSITY of ALASKA ANCHORAGE

Academic Assessment Handbook

This document is created and maintained by the

Academic Assessment Committee of the Faculty Senate.

Updated May 1, 2017

Peer Leadership in Program Improvement

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

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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.

II. ACADEMIC ASSESSMENT CYCLE

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

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

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

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

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

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

III. THE ACADEMIC ASSESSMENT PLAN

All programs are required to have an Academic Assessment Plan on file. An Academic Assessment Plan identifies a program's student learning outcomes and assessment strategies. It includes the program's mission statement, Program Student Learning Outcomes (PSLOs), measures and overall assessment process. The required categories for Academic Assessment Plans are detailed in the Appendix to this handbook. In addition, an assessment plan template is posted on the Academic Assessment Repository IR SharePoint site https://ir-

reports.uaa.alaska.edu/Assessment/Pages/Default.aspx. Programs are not required to use the template, but they must address the required categories in the Appendix guidance.

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

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

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

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

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

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

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

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

IV. Academic Assessment Repository and Resources

- The Academic Assessment Repository incorporates current templates and information about Annual Academic Assessment Reports, Annual Academic Assessment Survey, and Academic Assessment Plans at: https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx.

- The AAC can be contacted at uaa.aac@alaska.edu or by contacting the Chair(s) of the AAC, whose contact information can be found on the AAC website.

APPENDIX: UAA ACADEMIC ASSESSMENT PLAN GUIDANCE

The Academic Assessment Committee (AAC) does not require programs to follow a specific template for the format of their Academic Assessment Plan. Certain categories, however, must be included in every Academic Assessment Plan. The table below gives more detailed guidance on the required categories of an Academic Assessment Plan.

The AAC is willing to assist you in the development and/or revision of your Academic Assessment Plan. Please feel free to contact the AAC at uaa.aac@alaska.edu if you have any questions or need any assistance.

Required Category	Characteristic	Description
Mission Statement: Broad statement of purpose defining your program's philosophy and often describing values and aspirations, and which supports the University's mission.	Clarity	The mission statement is comprehensible to a wide audience.
	Contributes to college & UAA mission	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.
	Describes program in content-centered terms	The mission statement should identify the content that the program teaches in general terms.
	Describes program in student-centered terms	The mission statement should describe in broad terms what the student should be able to do or know on completion of the program.
Program Student Learning Outcomes: Program Student Learning Outcomes define what specific knowledge, abilities, values, and/or attitudes students in our respective programs should be able to demonstrate.	Performance-based	The outcomes must be written in terms of what students can demonstrate.
	Completeness	The outcomes should be sufficient to describe specific knowledge, abilities, values and/or attitudes of students in the program.
	Relevant	The set of outcomes should cover the intent of the program as articulated in the mission statement.
	Achievable	Students can be reasonably expected to attain the outcomes.

Required Category	Characteristic	Description
	Measurability	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.
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.	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." 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 difficult to use as an assessment tool because course grades are influenced by too many factors to isolate out performance relative to a *program* outcome.

Required Category	Characteristic	Description
	Influences on data collection	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.
Process: The process describes the person(s)/ group(s) responsible for applying the measures, collecting and collating data, determining the meaning of the assessment results and making recommendations for action.	Faculty involvement in the assessment process	The plan identifies the role of faculty in all aspects of the assessment process. Faculty must be involved in the development of assessment plans, the implementation of the measures, the analysis of data, the formulation of recommendations, and the actions taken on those recommendations, as well as any revisions to the assessment plan.
	Timeline	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.
	Currency	The plan is reviewed and/or revised regularly by the program's faculty.
	Responsible parties	The faculty responsible for coordination and implementation should be identified and supported in their assessment duties.