UAA Faculty Senate Academic Assessment Committee

Agenda: September 2, 2016
11:00a – 12:30p, ADM 204

To Call In: Dial Toll Free: (866) 832-7806 Enter Participant Code: 6243209

1. Approval of agenda

2. Approval of minutes

3. Vice Provost report and discussion
   o Accreditation
     • Self-Study Kick Off, Friday, September 9th, 9:00-12:30, LIB 307 and Core Theme and GER Open Forums (handout)
   o Academic Program Assessment Survey Results (handout)
   o Annual Academic Assessment Reports, SharePoint site Link
   o Assessment related projects for AY17—
     • Common assessment plan and process for programs delivered at more than one campus (handout)

4. Discussion of the Committee’s values, principles, and approaches

5. Chair Election

6. Next Meeting
   o September 16th meeting starts later, at 11:30am in ADM 201
   o Assessment Plans up for review:
     There are five programs in the queue. The Committee will review two of them at the September 16th meeting.

     We will begin using the CIM system to review the plans. In the next few days, we will get you the information about which plans to review and how to use the CIM system.

7. Information Items
   o RSVP to the Self-Study Kick Off (Link)

Committee Members

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Academic Year 2017 schedule: 1st & 3rd Fridays unless otherwise noted

X = Attendance
UAA Faculty Senate Academic Assessment Committee
Minutes: April 15, 2016
11:00a – 12:30p, *LIB 307* (Note Room Change)
Skype for Business: Join online at: https://meet.uaa.alaska.edu/macarlson/SFY4Y1GK or call 786-6755 and enter Conference ID 68905

General Business
- Approval of agenda
- Approval of minutes from 4/1/16 – will be sent before the meeting
- Vice Provost report
- Meeting on May 6th?

New Business
- Assessment Plan Reviews
  - Engineering and Science Management MS (15 minutes)
    - Program Representative: Professor LuAnn Piccard, Professor Seong Dae Kim
    - Plan is attached (p. 4-8)
    - The plan merges the two programs into a shared plan following a decision to merge the programs following prioritization.
    - The program is not specially accredited, but the plan was benchmarked with other ESM programs. If the program sought accreditation, the cycle would be 6 or 7 years.
    - Based on suggestions from the committee not to assess all outcomes every semester, the program faculty will submit a revised plan to OAA that spaces out the timing. The PSLOs will also be corrected for consistency throughout the document.
    - The committee and program representatives discussed the portfolio measure as a summative experience which students can use as evidence to share with an employer.
  - Diesel Power Technology AAS/UC (15 minutes)
    - Program Representatives: Jeff Libby, Director, Transportation and Power Division; Kelly Smith, Instructor, Automotive Technology; Darrin Marshall, Assistant Professor, Automotive Technology; Craig Defendorf, Instructor, Automotive Technology
    - Plan is attached (p. 9-14)
    - The program was changed following prioritization, and the revisions better integrate with NATEF program accreditation and industry standards.
    - The tools are used annually to provide information on successful exams and employer feedback. If students didn’t take these exams, the program would have to create their own measures.
    - The group discussed incentives for students to complete the exams. The program is exploring streamlining courses to waive midterm or
final for taking national exam, with evidence to show the student passed.

- Suggestion to provide a tool example in the appendix showing how they measure the outcomes, such as an employer questionnaire, or possibly a sample test that is published by ASE.
- The program is experiencing more employer demand than they can meet, so they are trying to build to respond to that need. When asked for best practices on employer surveys, the committee suggested talking with Alan Barnes, Heidi Mannion, and Robert McClung.

- Sustainable Energy, OEC (15 minutes)
  - Program Representative: Mark Masteller, Assistant Professor, Sustainable Energy
  - Plan is attached (p. 15-22)
  - Energy literacy is a major goal of the revised program – where it comes from, impact of energy use. This is an area that people in general need to better understand. There is a specific Alaskan focus, with the substantial growth in wind and solar energy.
  - In Appendix A, the program was asked to clarify that the topic areas to be addressed relate to Table 1. Data will be collected through pre/post tests in RE A100 and standardized questions on exams in technical courses.
  - Since there is only one full-time faculty member, a manageable assessment process is important. There is interest in offering courses in Anchorage, but no students have enrolled in past attempts.
  - The program faculty representative was asked to correct the language to Program Student Learning Outcomes and PSLOs.

- Mechanical Engineering BS (15 minutes)
  - Program Representative: Jennifer Brock, Associate Professor and Chair of Mechanical Engineering
  - Plan is attached (p. 23-55)
  - The assessment plan was updated to reflect current practices. In refining it, the history as an Engineering BS emphasis was replaced with a focus on the distinct program.
  - The committee praised the details and specific information provided on strategies for faculty involvement.
  - The national exam has been removed unless it becomes a requirement for graduation, since it is currently artificially inflated because only those who are motivated to take it are doing so.
  - An updated plan will be submitted to show that student self-assessments are done periodically and not every year.
  - The committee discussed whether it would be helpful to replace X’s in Table 2 with scores to show the level of performance. They also discussed whether the capstone should be rolled into the other direct
course learning assessments, and how to best capture lifelong learning.

Continuing Business

- Accreditation (30 minutes)
  - Accreditation Update
    - Attachment: NWCCU Rubric for Evaluating Outcomes Assessment Plan and Progress (p. 56)
  - Core Theme Objective Survey Discussion
    - Attachments: Survey template (p. 57-59), core theme objective data (p. 60-61), and Institutional Assessment Plan (p. 62)

Informational

- Programs with minor assessment plan/PSLO changes
  - Educational Leadership MEd/GC
    - Plan will be sent before the meeting
- SharePoint assessment archive project (CIS A310 students)
- Annual Academic Assessment Survey – live April 1st – June 15th
- AAC and GER Spring Assessment Workshops
  
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<td>RH 111</td>
<td>10:00-11:30</td>
<td>GER: Using the Shared Rubric and Designing Assessments</td>
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<td>LIB 307</td>
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<td>GER: Gathering and Selecting Student Artifacts</td>
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<td>AAC: Closing the Loop and Telling the Story</td>
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<td>LIB 307</td>
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<td>GER: Planning for the Summer 2016 GER Assessment Pilot</td>
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- Annual Academic Assessment Seminar
  
  **Institutional Accreditation Self-Study Kick Off**
  
  Friday, September 9, 2016, 9 a.m. to 12:30 p.m. in LIB 307
  
  What do student learning and student achievement look like at UAA? How do we define student success?

Future Business

- Assessment Plan Reviews May 6th – all awaiting updated plans from programs
  - Human Services AAS/BHS and Conflict Resolution OEC
  - Civil Engineering MS (may be informational)
  - Music BA/BM (may be informational)
- Update and adopt Committee bylaws
Committee Members

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<td>Christina McDowell, CBPP</td>
<td>Cynthia Falcone, Kodiak</td>
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<td>Adrianne Thomas, COE</td>
<td>Susan Kalina, Vice Provost, Ex-Officio</td>
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<td>Thomas Harman, CTC</td>
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\( X = \text{Attendance} \)

### Scheduled Meeting Dates Academic Year 2016

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Academic Year 2016 schedule: 1\(^{st}\) & 3\(^{rd}\) Fridays unless otherwise noted
Save the Dates:
Reaffirmation of Accreditation
Institutional Self-Study Kick Off:
Capturing our Strengths and Meeting our Challenges
Friday, September 9, 2016
9:00 a.m.-12:30 p.m. in LIB 307

What makes UAA unique?
What do you value most about the learning that occurs at UAA?
What is distinctive about a UAA graduate?

RSVP today through the links below

More information coming soon…

Kick Off and Core Theme Open Forum Series

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<th>Date</th>
<th>Open Forum</th>
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<tr>
<td>Friday 9/9</td>
<td>Institutional Self-Study Kick Off – 9:00-12:30</td>
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<td>Friday 9/16</td>
<td>Teaching and Learning (Core Theme 1)</td>
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<td>Friday 9/30</td>
<td>General Education Open Forum – 10:00-11:30</td>
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<td>Public Square (Core Theme 5)</td>
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<td>UAA Community (Core Theme 4)</td>
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<td>Friday 11/4</td>
<td>Research, Scholarship, &amp; Creative Activity (Core Theme 2)</td>
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<td>Friday 12/2</td>
<td>Bringing It All Together: Summary of All Core Theme Sessions</td>
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<td>Friday 2/24</td>
<td>Core Theme Discussion of Findings</td>
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Following the Kick Off, most open forums will be held from 9:00-11:00 in LIB 307.
The Kick Off and open forums will be available by distance to the community campuses.

Questions? Please contact Academic Affairs at uaa_oaa@uaa.alaska.edu.
UAA's academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2016 of the 2016 survey. Out of 149 active programs, 148 completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of programs which are assessed together and which submit only one report.

Types of Program Improvements Resulting from Assessment Data
The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. This past year, 80% of programs that completed the survey indicated making changes as a result of their assessment efforts. The graph below shows the various areas in which changes were made.

Each UAA academic program develops its own annual assessment process and timeline based on the program’s unique needs. As of July 2016, 9% of programs that completed the survey are in the planning and implementation stages of the assessment process, 54% are in the data collection stage, and 15% are in the discussion stage. Twenty-two percent of responding programs have made recommendations for improvements.

Institutional Assessment Spotlight:

Text goes here.

-Name
Professor
Program Name

Visit the Academic Assessment Committee's Website at www.uaa.alaska.edu/governance/academic_assessment_committee
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Types of Program Improvements Resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. This past year, 77% of CAS programs that completed the survey indicated making changes as a result of their assessment efforts. The graph below shows the various areas in which changes were made.

Each UAA academic program develops its own annual assessment process and timeline based on the program’s unique needs. As of July 2016, 4% of CAS programs that completed the survey are in the planning and implementation stages, 42% are in the data collection stage, and 31% are in the discussion stage. Twenty-three percent of responding programs have made recommendations for improvement.
UAA’s academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2016 of the 2016 survey for the College of Business & Public Policy (CBPP). All 16 CBPP programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of programs which are assessed together and which submit only one report.

Each UAA academic program develops its own annual assessment process and timeline based on the program’s unique needs. As of July 2016, 6% of CBPP programs that completed the survey are in the planning and implementation stages, 63% are in the data collection stage, and 13% are in the discussion stage. Nineteen percent of responding programs have made recommendations for improvement.

Types of Program Improvements Resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. This past year, 81% of CBPP programs that completed the survey indicated making changes as a result of their assessment efforts. The graph below shows the various areas in which changes were made.
UAA’s academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2016 of the 2016 survey for the College of Education (COE). Twelve out of 13 COE programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of programs which are assessed together and which submit only one report.

Total % of COE surveys completed as of July 2016: 92%
Total % of COE programs which indicated making changes as a result of their assessment efforts: 92%
Total # of COE programs which indicated making improvements to their assessment plan this year: 5

Each UAA academic program develops its own annual assessment process and timeline based on the program’s unique needs. As of July 2016, 25% of COE programs that completed the survey are in the data collection stage and 33% are in the discussion stage. Forty-two percent of responding programs have made recommendations for improvement.

Types of Program Improvements Resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. This past year, 92% of COE programs that completed the survey indicated making changes as a result of their assessment efforts. The graph below shows the various areas in which changes were made.

Program Improvement Spotlight:

Text Here

-Name
Professor
Program Name
UAA's academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2016 of the 2016 survey for the College of Health (COH). All 32 COH programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of programs which are assessed together and which submit only one report.

Total % of COH surveys completed as of July 2016: **100%**
Total % of COH programs which indicated making changes as a result of their assessment efforts: **94%**
Total # of COH programs which indicated making improvements to their assessment plan this year: **11**

Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2016, 3% of COH programs that completed the survey are in the planning and implementation stages of the assessment process, 66% are in the data collection stage, and 6% are in the discussion stage. Twenty-five percent of responding programs have made recommendations for improvement.

### Types of Program Improvements Resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. This past year, 94% of COH programs that completed the survey indicated making changes as a result of their assessment efforts. The graph below shows the various areas in which changes were made.

Visit the Academic Assessment Committee's Website at www.uaa.alaska.edu/governance/academic_assessment_committee

**Program Assessment Spotlight:**

Text Here

- Name
  Professor
  Program Name
UAA’s academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2016 of the 2016 survey for the Community & Technical College (CTC). All 22 CTC programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of programs which are assessed together and which submit only one report.

Each UAA academic program develops its own annual assessment process and timeline based on the program’s unique needs. As of July 2016, 91% of CTC programs that completed the survey are in the data collection stage. Nine percent of responding programs have made recommendations for improvement.

Types of Program Improvements Resulting from Assessment

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. This past year, 86% of CTC programs that completed the survey indicated making changes as a result of their assessment efforts. The graph below shows the various areas in which changes were made.
UAA’s academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2016 of the 2016 survey for the College of Engineering (CoEng). All 10 CoEng programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of programs which are assessed together and which submit only one report.

Each UAA academic program develops its own annual assessment process and timeline based on the program’s unique needs. As of July 2016, 20% of CoEng programs that completed the survey are in the planning and implementation stages of the assessment process, and 50% are in the data collection stage. Thirty percent of responding programs have made recommendations for improvement.

Types of Program Improvements Resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. This past year, 89% of CoEng programs that completed the survey indicated making changes as a result of their assessment efforts. The graph below shows the various areas in which changes were made.

Visit the Academic Assessment Committee’s Website at www.uaa.alaska.edu/governance/academic_assessment_committee
UAA’s academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2016 of the 2016 survey for Kodiak College (KOD). All seven KOD programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of programs which are assessed together and which submit only one report.

### Total % of KOD surveys completed as of July 2016:

100%

### Total % of KOD programs which indicated making changes as a result of their assessment efforts:

71%

### Total # of KOD programs which indicated making improvements to their assessment plan this year:

1

### Types of Program Improvements Resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. This past year, 71% of Kodiak College programs that completed the survey indicated making changes as a result of their assessment efforts. The graph below shows the various areas in which changes were made.

- **Degree Requirement Changes**: 12%
- **Course Curriculum Changes**: 27%
- **Course Prerequisite Changes**: 11%
- **Personnel Decisions**: 8%
- **Changes in Advising**: 8%
- **Changes in Teaching Methods**: 11%
- **Changes in Program Policies/Procedures**: 11%
- **Faculty, Staff, Student Development**: 4%
- **Course Prerequisite Changes**: 11%
- **Changes to Program Student Learning Outcomes (PSLOs)**: 4%
- **Degree Course Sequencing**: 4%

Visit the Academic Assessment Committee’s Website at [www.uaa.alaska.edu/governance/academic_assessment_committee](http://www.uaa.alaska.edu/governance/academic_assessment_committee)
UAA’s academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2016 of the 2016 survey for Kenai Peninsula College (KPC). All seven KPC programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of programs which are assessed together and which submit only one report.

Total % of KPC surveys completed as of July 2016: 100%

Total % of KPC programs which indicated making changes as a result of their assessment efforts: 43%

Each UAA academic program develops its own annual assessment process and timeline based on the program’s unique needs. As of July 2016, 14% of KPC programs that completed the survey are in the planning and implementation stages, 29% are in the data collection stage, and 43% are in the discussion stage. Fourteen percent of responding programs have made recommendations for improvement.

Types of Program Improvements Resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. This past year, 43% of KPC programs that completed the survey indicated making changes as a result of their assessment efforts. The graph below shows the various areas in which changes were made.

- Course Prerequisite Changes 33%
- Changes in Advising 16%
- Changes in Program Policies/Procedures 17%
- Degree Course Sequencing 17%
- Other 17%

Visit the Academic Assessment Committee’s Website at www.uaa.alaska.edu/governance/academic_assessment_committee
UAA’s academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2016 of the 2016 survey for Matanuska-Susitna College (MSC). All 11 MSC programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of programs which are assessed together and which submit only one report.

Total % of MSC surveys completed as of July 2016: 100%

Total % of MSC programs which indicated making changes as a result of their assessment efforts: 45%

Total # of MSC programs which indicated making improvements to their assessment plan this year: 4

Types of Program Improvements Resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. This past year, 45% of Matanuska-Susitna College programs that completed the survey indicated making changes as a result of their assessment efforts. The graph below shows the various areas in which changes were made.

Each UAA academic program develops its own annual assessment process and timeline based on the program’s unique needs. As of July 2016, 45% of MSC programs that completed the survey are in the planning and implementation stages, 27% are in the data collection stage and 9% are in the discussion stage. Eighteen percent of responding programs have made recommendations for improvement.
UAA’s academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight student achievement of program student learning outcomes and to recognize faculty efforts toward improving their programs. This report shows the results as of July 2016 of the 2016 survey for Prince William Sound College (PWS). All five PWS programs completed the survey. Suspended programs are not included in this report. For the purposes of this report, “program” may refer to a group of programs which are assessed together and which submit only one report.

### Total % of PWS surveys completed as of July 2016:

100%

### Total % of PWS programs which indicated making changes as a result of their assessment efforts:

20%

### Total # of MSC programs which indicated making improvements to their assessment plan this year:

1

Each UAA academic program develops its own annual assessment process and timeline based on the program’s unique needs. As of July 2016, 40% of MSC programs that completed the survey are in the planning and implementation stages and 60% are in the data collection stage.

### Types of Program Improvements Resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to serve as a resource for improving teaching and learning. This past year, 20% of Matanuska-Susitna College programs that completed the survey indicated making changes as a result of their assessment efforts. The graph below shows the various areas in which changes were made.

Visit the Academic Assessment Committee’s Website at [www.uaa.alaska.edu/governance/academic_assessment_committee](http://www.uaa.alaska.edu/governance/academic_assessment_committee)

AAC Agenda 9.2.16
## UAA Academic Programs Delivered on Community Campuses - Multiple Delivery Sites

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Code</th>
<th>Anchorage</th>
<th>KPC</th>
<th>KOD</th>
<th>MSC</th>
<th>PWSC</th>
<th>Multi-Campus</th>
<th>Assessment Plan Status</th>
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<td>OEC</td>
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</table>

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