# **UAA ACADEMIC PROGRAM REVIEW**

# **Program Template**

**Please submit the answers to the questions below to the dean/appropriate campus director(s) by February 1, 2019. If the program is delivered solely on a community campus(es), please submit the template to the campus director(s).**

Program review serves several purposes at UAA. It provides an opportunity for faculty to systematically talk about their curriculum and program, reflect on what has happened over the past several years, make recommendations regarding program improvement, and to voice their resource needs. It incorporates the annual process of Program Student Learning Outcomes Assessment, and allows faculty to examine whether or not ongoing improvements based on assessment findings have improved student learning over time. Program review is also an opportunity for administrators with responsibility for the programs to review the program for performance and effectiveness and to engage the faculty in conversation about program quality and the program’s goals for its future.

All academic programs at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the Provost’s approval.

**Definition of a program:** A program is defined as a combination of courses and related activities that meet the requirements for the awarding of a degree. (A program’s contributions to other programs are also considered in this review. See question #3 below.)

**Programs delivered on multiple campuses:** As programs complete this template, in addition to the summary information required they may note campus differences, e.g. local opportunities and challenges, enrollment trends, etc.

**Institutional Research data:** Program review data are available on the [*IR-Reports* SharePoint site](https://ir-reports.uaa.alaska.edu/programreview/SitePages/programreview.aspx). To arrange for an orientation to the data file, please contact Ester Bayne at 786-1493.

**Other data:** The program will provide information not available to Institutional Research (IR), such as exit exam pass rates and licensure rates. The program can add information it considers relevant, as well as contextual information that assures the IR data are being interpreted correctly.

**Programs with specialized accreditation:** The dean/director(s) will schedule a meeting with OAA and the program chair to discuss the process for programs with specialized accreditation.

Rather than completing the following template, the expedited process consists of a one-page overview completed by the program that outlines how the specialized accreditation meets UAA program review requirements and will include the specialized accreditation status, the action plan resulting from the last self-study and visit, and progress to date on that action plan. Along with that one-page overview, the program will submit as applicable the most recent self-study, the peer review committee’s response, the program’s response to the peer review, and the letter from the specialized accrediting body granting or reaffirming specialized accreditation.

**FOR PROGRAMS COMPLETING THE FULL TEMPLATE, PLEASE ANSWER THE FOLLOWING QUESTIONS. DELETE BLUE INSTRUCTIONS BEFORE SUBMITTING THE TEMPLATE.**

**Submission date:**

**Program/s in this review:**

**Specialized accrediting agency:**

**Campuses where the program is delivered:**

**Members of the program review committee:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Title** | **Campus** | **Email** |
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1. **Program Mission and Alignment**

Describe in one page or less your program mission and alignment with the missions and strategic plans of your college/community campus, and UAA.

*The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities and its diverse peoples. The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse and inclusive environment.*

Optional Data: Diversity of student body in programs

1. **Centrality of Mission and Supporting Role**

Describe in one page or less:

* the relevancy of the program/s;
* any role the program plays in supporting other academic programs;
* any partnerships with outside agencies, businesses, or organizations;
* any specific workforce development and employment opportunities relevant to the program;
* any sources of extramural support and funding for the program;
* any high demand job designation for the program.

1. **Program Demand (including service to other programs), Efficiency, and Productivity**

In two pages or less comment on the following data sets on the [IR- SharePoint site](https://ir-reports.uaa.alaska.edu/programreview/SitePages/programreview.aspx). Provide clarifications or explanations for any positive or negative trends indicated by the data.

Consideration should be given to student success. What do these data tell you about any barriers to student success? How well are students able to proceed through the program?

Programs may request additional data sets, if they are needed to fully tell the program’s story.

*Programs delivered at multiple campuses should include commentary on the aggregated data and, if desired, data for each campus location.*

* seven year majors or program enrollment trend
* seven year degree and/or certificate awards trend
* seven year Student Credit Hour (SCH) production trend
* enrollment/Full Time Equivalent Faculty (FTEF)
* SCH/FTEF
* average class size
* percent of capacity
* internal demand
* average credit hours of traditional cohort completers
* course pass rates

1. **Program Quality and Improvement**
2. In two pages or less comment on the program’s quality.

* currency of the curriculum;
* student engagement in *high impact practices featured by the program*, such as service learning, research experiences or scholarly collaboration with faculty members, common intellectual experiences, internships, practicum or clinical experiences, field courses, study abroad, capstone experiences, etc. (See high-impact practices attachment);
* student support (e.g. How does your program handle academic advising?);
* student accomplishments such as successful institutional honors, exit exam pass rates and subsequent enrollment;
* review of distance offerings through national standards (e.g., Quality Matters, C-RAC standards, etc.).

1. Program Student Learning Outcomes Assessment: Draw on the program’s annual program student learning outcomes assessment reports to complete the following chart. Focus on the most significant findings and actions taken to improve student learning.

| Program Student Learning Outcome | Methods used to assess the outcome | Key findings | Major actions taken to improve student learning and evidence of their impact |
| --- | --- | --- | --- |
| List one per row and as stated in the approved assessment plan posted on the [Academic Assessment Repository website](https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx) and in the [UAA Catalog](https://catalog.uaa.alaska.edu/). These should match. | List the measures and whether each is director or indirect. See the Faculty Senate Academic Assessment Committee’s Academic Assessment Handbook for definitions of direct and indirect measures. | What are the major findings relative to student achievement in each of the program student learning outcome areas? |  |

Please describe what is going well in the assessment of this program. What are the highpoints or noteworthy accomplishments?

Identified improvements: What next steps should be taken to better assess learning in this program or improve the assessment process?

1. **Summary Analysis**

Having reflected upon and answered the questions above, fill in the following chart. Focus your responses on a few main points for each, and think both internally and externally to your program. This should be no more than one page.

|  |  |
| --- | --- |
| Strengths |  |
| Areas of Concern |  |
| Opportunities |  |
| Challenges |  |

1. **Recommendations and Action Plan**

What recommendations do you have for moving forward? Include an action plan. This should be no more than one page.

**High-Impact Educational Practices**

*Excerpt from* [*High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They*](https://secure.aacu.org/source/Orders/index.cfm?section=unknown&amp;task=3&amp;CATEGORY=LEAP&amp;PRODUCT_TYPE=SALES&amp;SKU=HIGHIMP&amp;DESCRIPTION&amp;FindSpec&amp;continue=1&amp;SEARCH_TYPE)

[*Matter,*](https://secure.aacu.org/source/Orders/index.cfm?section=unknown&amp;task=3&amp;CATEGORY=LEAP&amp;PRODUCT_TYPE=SALES&amp;SKU=HIGHIMP&amp;DESCRIPTION&amp;FindSpec&amp;continue=1&amp;SEARCH_TYPE) *by George D. Kuh (AAC&U, 2008*)

**High-Impact Educational Practices: A Brief Overview.** The following practices have been widely tested and shown to be beneficial for college students from many backgrounds. These practices take different forms, depending on learner characteristics, institutional priorities and contexts. On many campuses, assessment of student involvement in practices such as these has made it possible to assess the practices’ contribution to students’ cumulative learning. However, on almost all campuses, utilization is unsystematic, to the detriment of student learning. Below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement.

**First-Year Seminars and Experiences**

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or

staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information

literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

**Common Intellectual Experiences**

The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically

organized gen ed program that includes advanced integrative studies and/or required participation in a learning community. Programs often combine broad themes—e.g., technology & society, global interdependence—with curricular and co-curricular options.

**Learning Communities**

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions”

that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through different disciplines.

**Writing-Intensive Courses**

These courses emphasize writing at all levels and across the curriculum, including final-year projects. Students are encouraged to produce and

revise various forms of writing for different audiences and disciplines. The effectiveness of this repeated practice “across the curriculum” has

led to parallel efforts in such areas as quantitative reasoning, information literacy, and, so on.

**Collaborative Assignments and Projects**

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own

understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches

range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

**Undergraduate Research**

Many colleges and universities now provide research experiences for students in all disciplines. Undergraduate research, however, is most

prominently in science. With strong support from NSF, scientists are reshaping courses to connect key concepts and questions with students’

early and active involvement in systematic investigation. The goal is to involve students with actively contested questions, empirical observation, technologies, and the sense of excitement that comes from working to answer questions.

**Diversity/Global Learning**

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews

different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

**Service Learning, Community-Based Learning**

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity to both apply learning in real-world settings and reflect in a classroom setting on service experiences. These programs model that giving back to the community is an important college outcome and that working with community partners is good preparation for citizenship, work, and life.

**Internships and Field Placements**

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work

setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

**Capstone Courses and Projects**

Whether called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years

to create a project of some sort that integrates and applies what they’ve learned. Capstones are offered both in departmental programs and, increasingly, in general education as well.