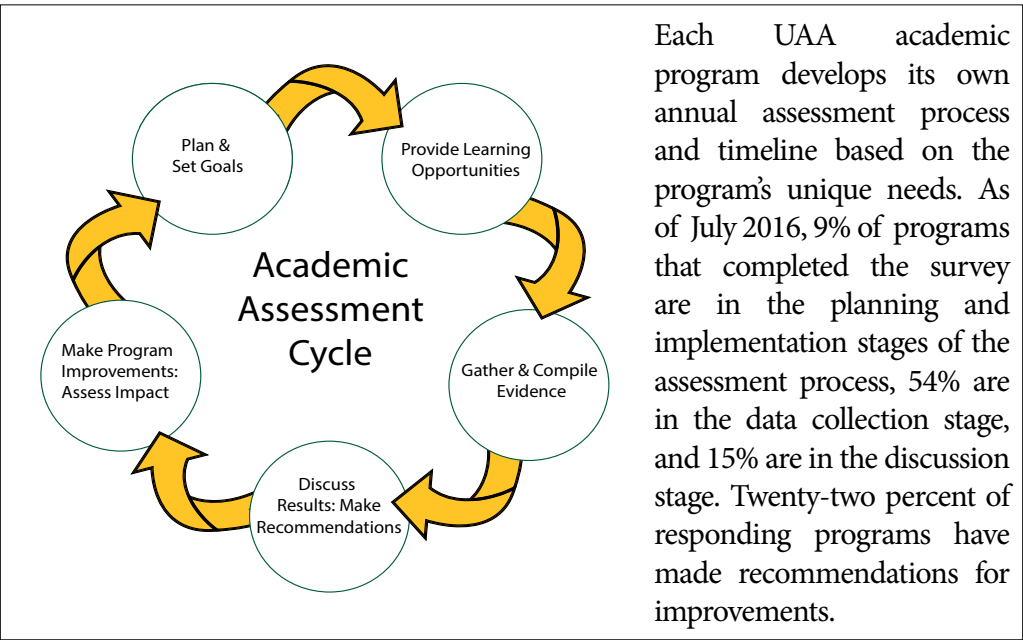


UAA's academic programs conduct continuous assessment of their programs, with the ultimate goal of providing evidence-based information that contributes to program improvement processes. Assessment coordinators for each program complete the Annual Academic Assessment Survey, which enables UAA to highlight 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.

Total % of surveys completed as of July 2016:
99%

Total % of programs which indicated making changes as a result of their assessment efforts:
80%

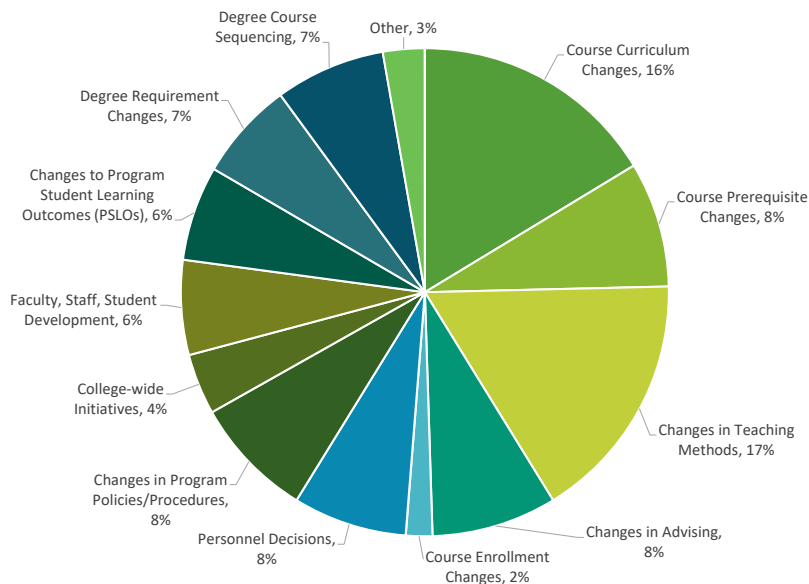
Total # of programs which indicated making improvements to their assessment plan this year:
40



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.

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.



Institutional Assessment Spotlight:
General Education Requirements Assessment

"Building upon the work of the GER Assessment Committee, the GER Pilot Assessment involved 300 faculty from across disciplines to map curriculum and create an outcomes rubric for Written Communication, Oral Communication, and Information Literacy. This culminated with a faculty group who assessed nearly 100 student assignments in 11 GER and non-GER classes from the 100- to 400-levels."

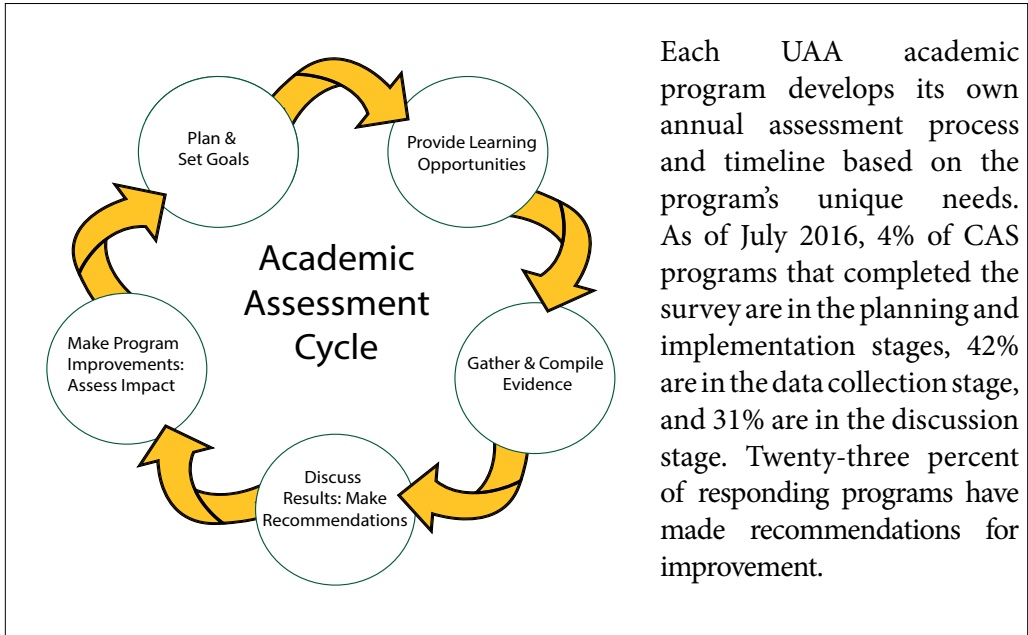
-Dan Kline
Professor and Director of English
Director of General Education

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 Arts and Sciences (CAS). All 26 CAS 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 CAS surveys completed as of July 2016:
100%

Total % of CAS programs which indicated making changes as a result of their assessment efforts:
77%

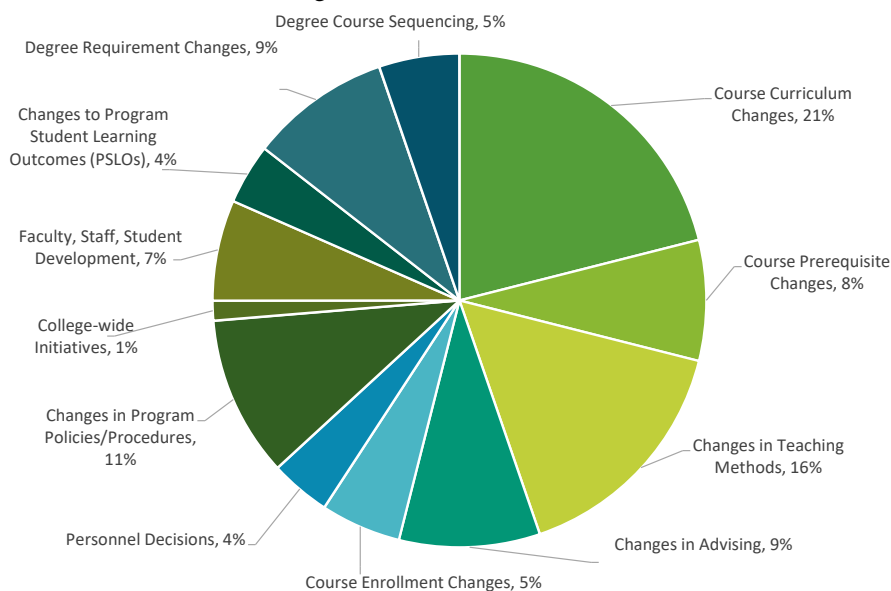
Total # of CAS programs which indicated making improvements to their assessment plan this year:
3



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.

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.



Program Improvement Spotlight: Theatre and Dance

"The Theatre program's assessment reports from the last several years showed that students needed to strengthen their literary and script analysis skills. As a result, we created a class called "Script Analysis" and restructured our Representative Plays class. This had a direct and immediate impact as now students are showing vastly improved analysis ability."

-Dan Anteau
Associate Professor
Theatre and Dance

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.

Total % of CBPP surveys completed as of July 2016:

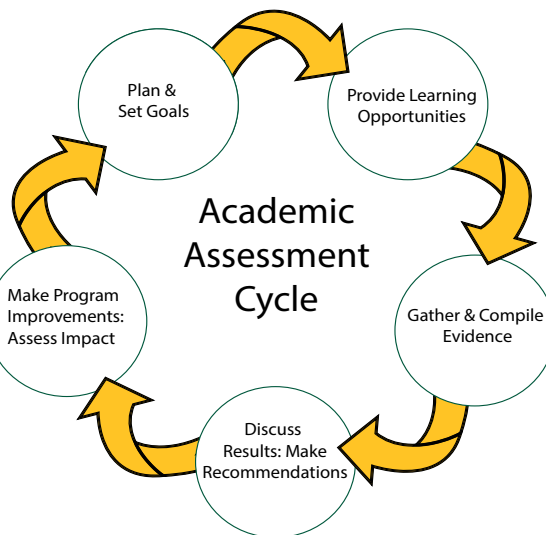
100%

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

81%

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

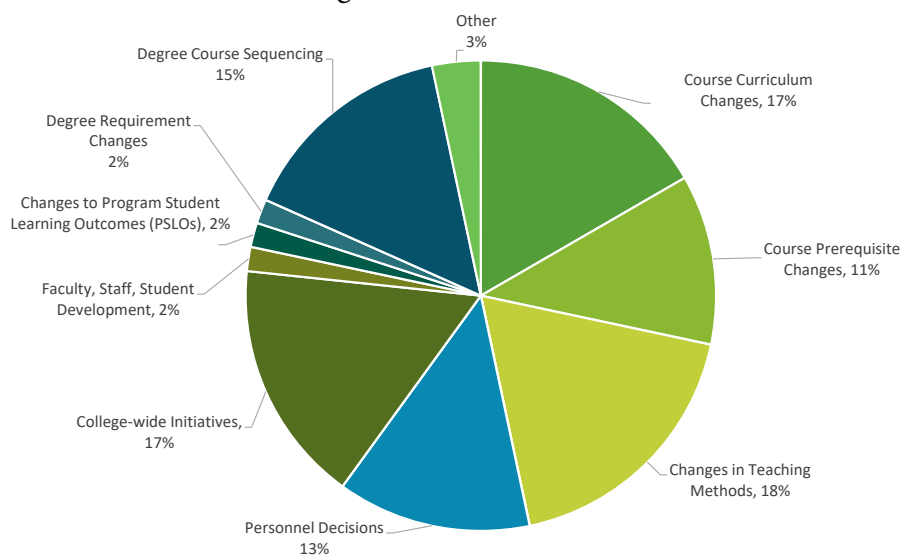
4



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.



Program Assessment Spotlight: Business Administration

"Based on several years of assessment information the faculty reduced the number of comprehensive learning goals and objectives for the Bachelors of Business Administration degree. The goal is to provide our students with a clearer understanding of the expected learning outcomes they are working to achieve during their course of study."

-Christina McDowell
Assistant Professor
Management & Marketing

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:

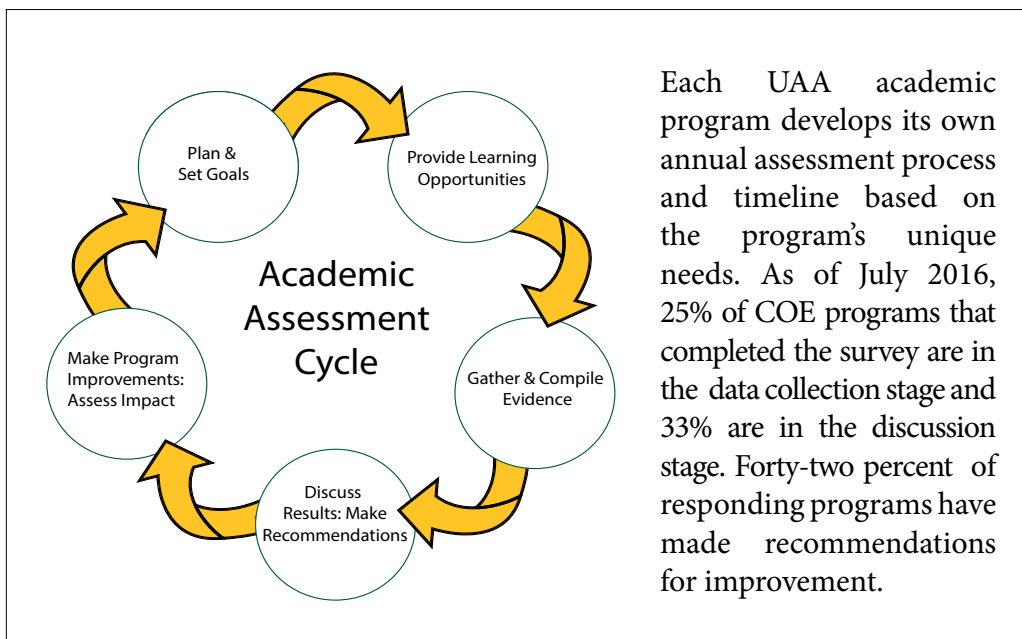
92%

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:

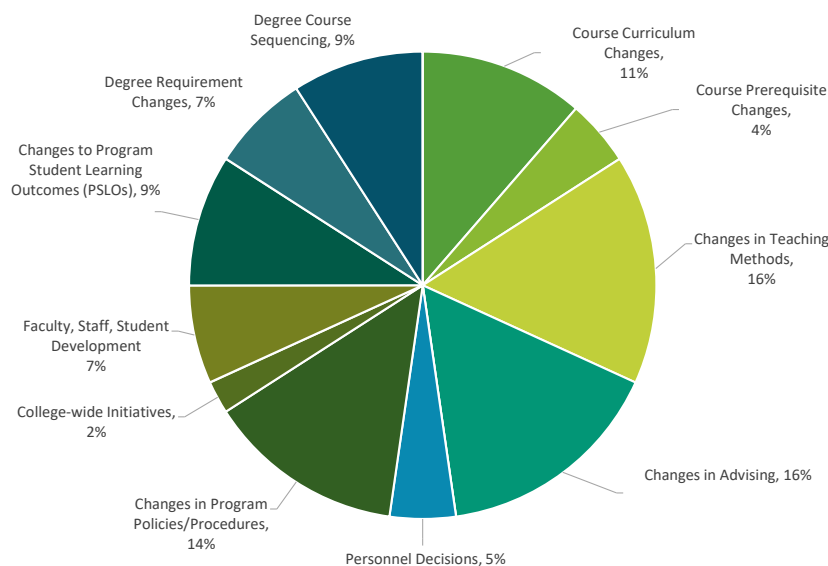
5



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 Assessment Spotlight: Educational Leadership

"The Educational Leadership Program utilized assessment data to better align the principal certification program with the Educational Leadership Constituent Council, Cultural Proficiency and the International Society of Technology in Education standards. The results were an increased emphasis on the development of dispositions, an integrated and sequential curriculum, and clearly defined goals and outcomes of the internship."

-Ginger Blackmon
Assistant Professor
Educational Leadership

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.

Total % of CoEng surveys completed as of July 2016:

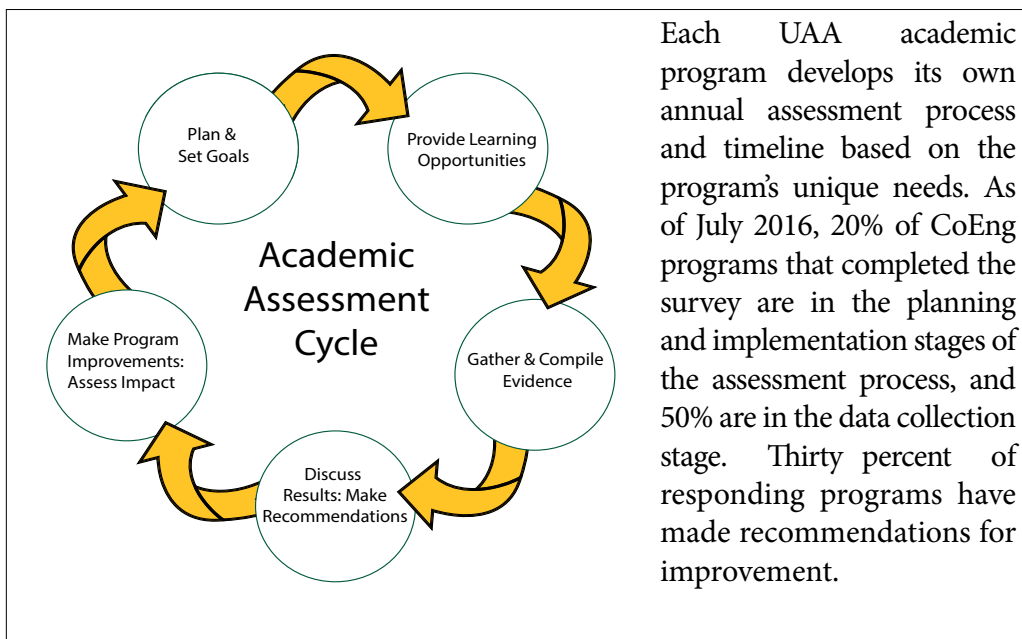
100%

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

89%

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

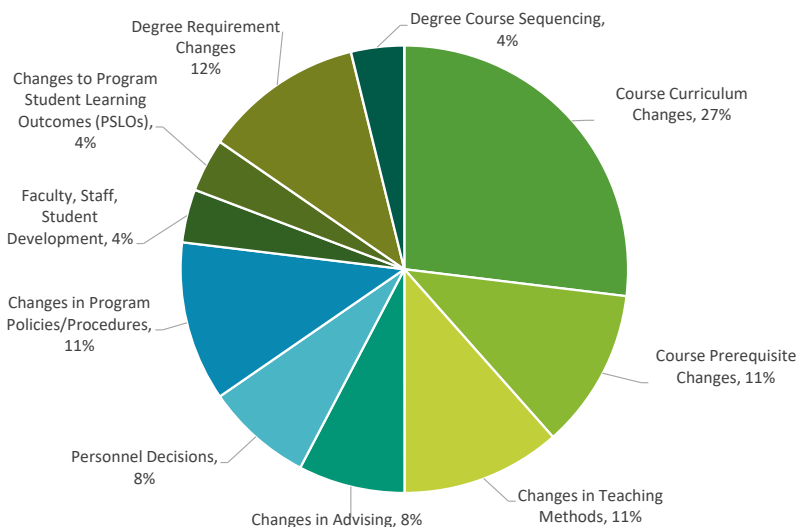
4



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.



Program Assessment Spotlight:

Mechanical Engineering

"We had success using the free online teaming tool CATME in one of our classes and plan to expand use of that tool. It allows students and instructors to easily assess self, peer, and team activities. An algorithm can create teams by factoring in student schedules and communication preferences. Students reported that they preferred the teams assembled by the algorithm."

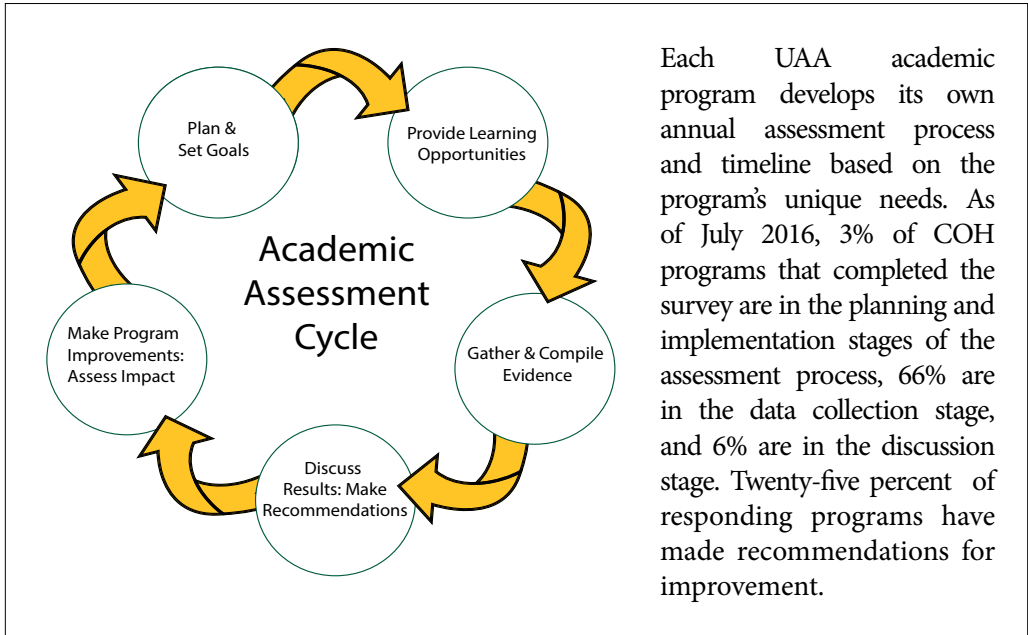
-Jennifer Brock
Associate Professor
Mechanical Engineering

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%

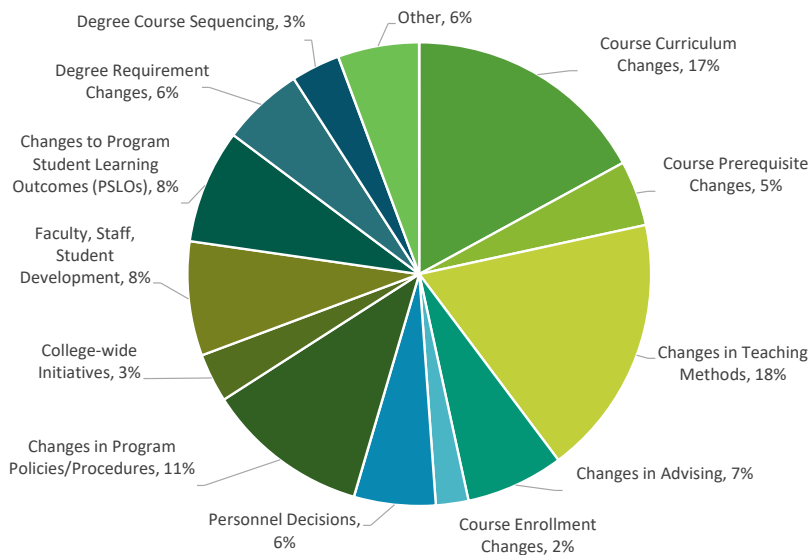
Total # of COH programs which indicated making improvements to their assessment plan this year:
11



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.



Program Assessment Spotlight:
Medical Laboratory Science

"Students did not meet the goal: 'Demonstrate a commitment to the laboratory profession through active involvement in professional organizations.' To rectify this, the program purchased students' membership in local and national professional organizations and encouraged them to actively participate in the organizations. Exposure to continuing education and career opportunities provided by the organizations may result in more graduates becoming actively involved."

-Heidi Mannion
Professor
Medical Laboratory Science

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.

Total % of CTC surveys completed as of July 2016:

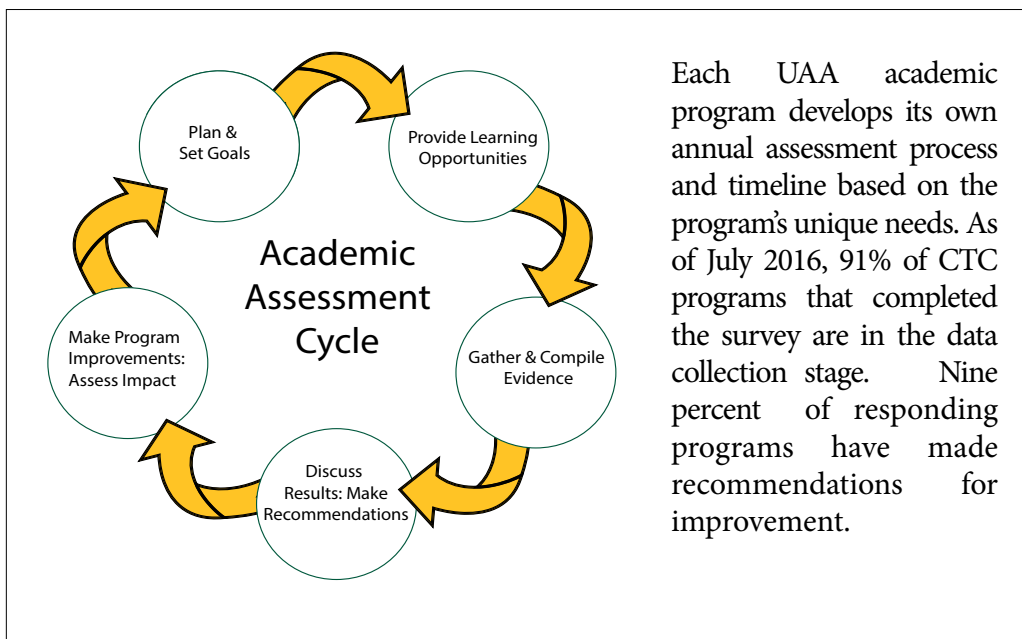
100%

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

86%

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

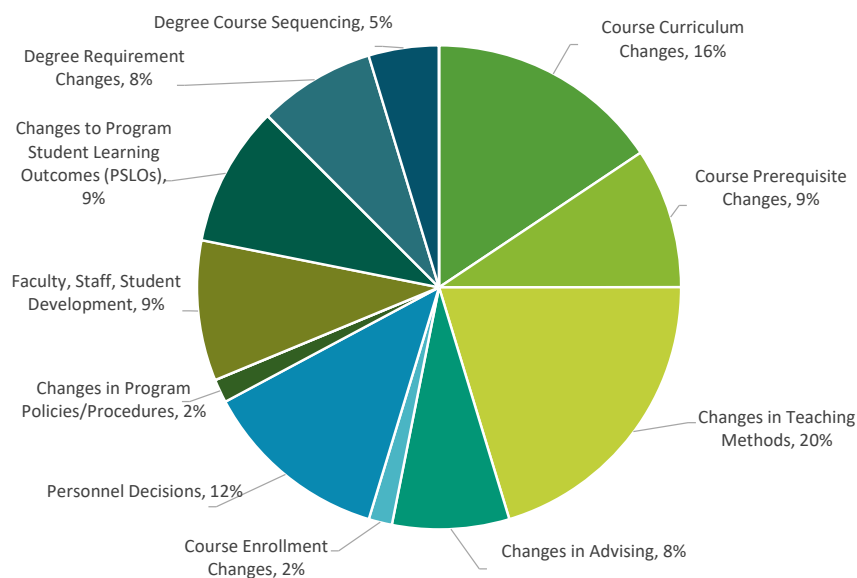
7



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.



Program Assessment Spotlight:

Occupational Safety & Health

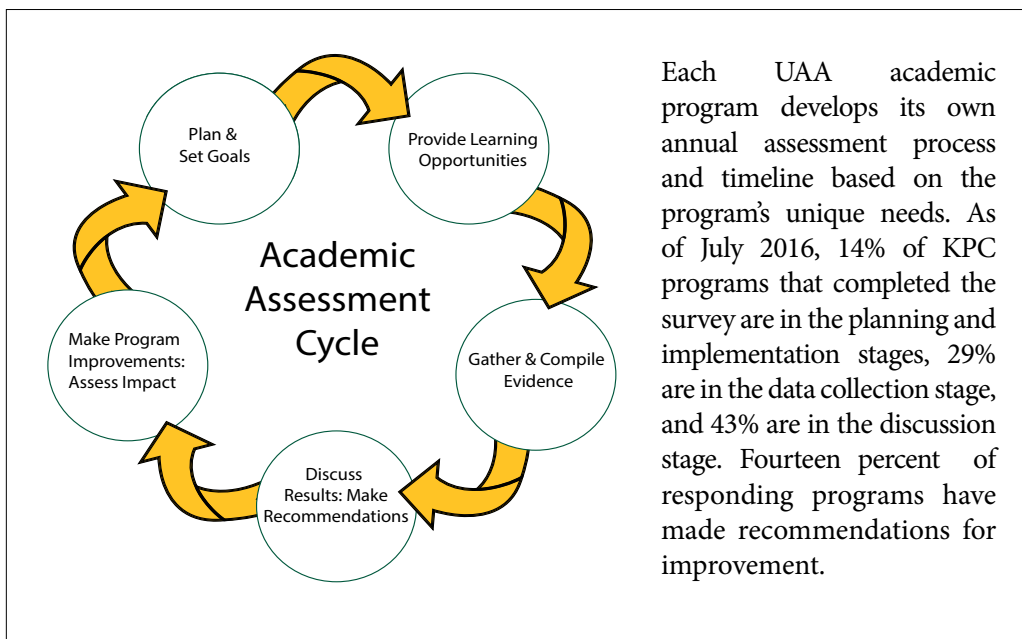
"As the Occupational Safety and Health faculty developed a new BS program, they updated the existing AAS to be a stackable credential within the framework of the four-year degree and aligned the program student learning outcomes with ABET specialized accreditation requirements. Guided by their participation in the UAA GER curriculum mapping workshops, the faculty mapped the curriculum to the learning outcomes and selected data points for assessment using that map."

Lee Henrikson
Instructional Designer
Community & Technical College

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%

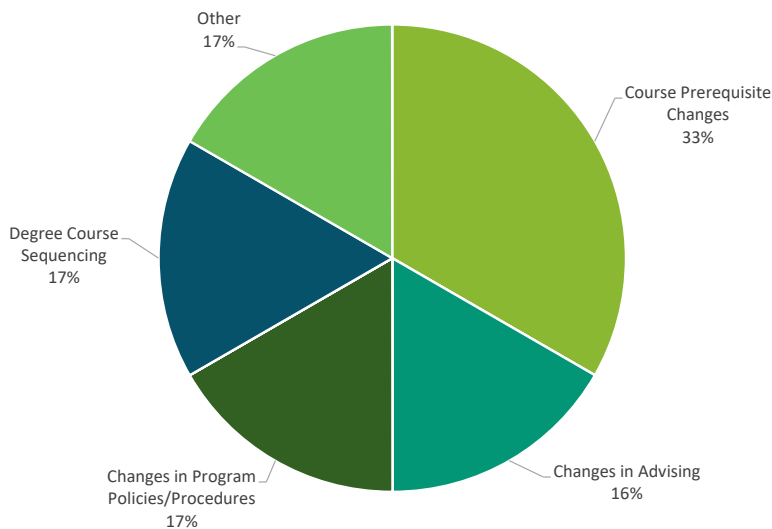
Total % of KPC programs which indicated making changes as a result of their assessment efforts:
43%



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.



Program Assessment Spotlight: Process Technology

"Process Technology used assessment results to refine its course sequencing. Faculty believe this positively impacted recent graduates and it increased employers' satisfaction. According to one employer, '[i]n all my years of interviewing candidates, I have never seen this caliber of applicants.'"

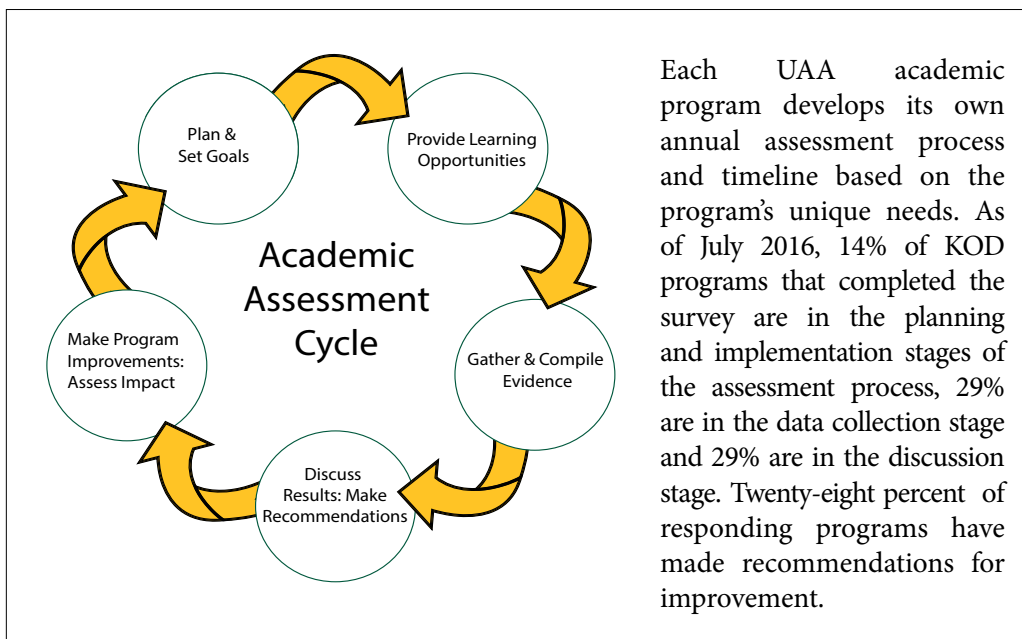
-Jeffrey Laube
Assistant Professor
Process Technology

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%

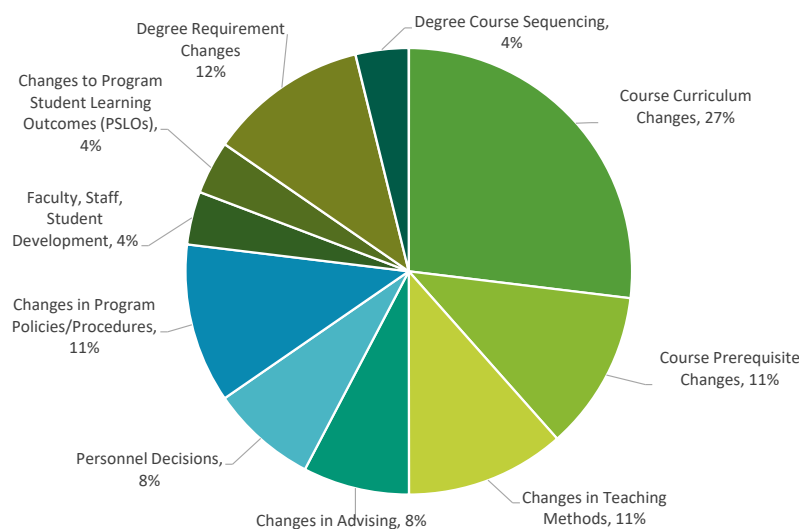
Total # of KOD programs which indicated making improvements to their assessment plan this year:
1



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 KOD programs that completed the survey are in the planning and implementation stages of the assessment process, 29% are in the data collection stage and 29% are in the discussion stage. Twenty-eight 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, 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.



Program Assessment Spotlight: Business and Accounting

"The Kodiak Business and Accounting departments regularly collaborate with local businesses to identify and offer service learning opportunities that allow for the assessment of students in the workplace. Community participation and assessment of these programs has helped to further develop training of students in the skills that are highly sought-after in the workplace."

-Kathrynn Hollis-Buchanan
Assistant Professor
Business and Accounting

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:

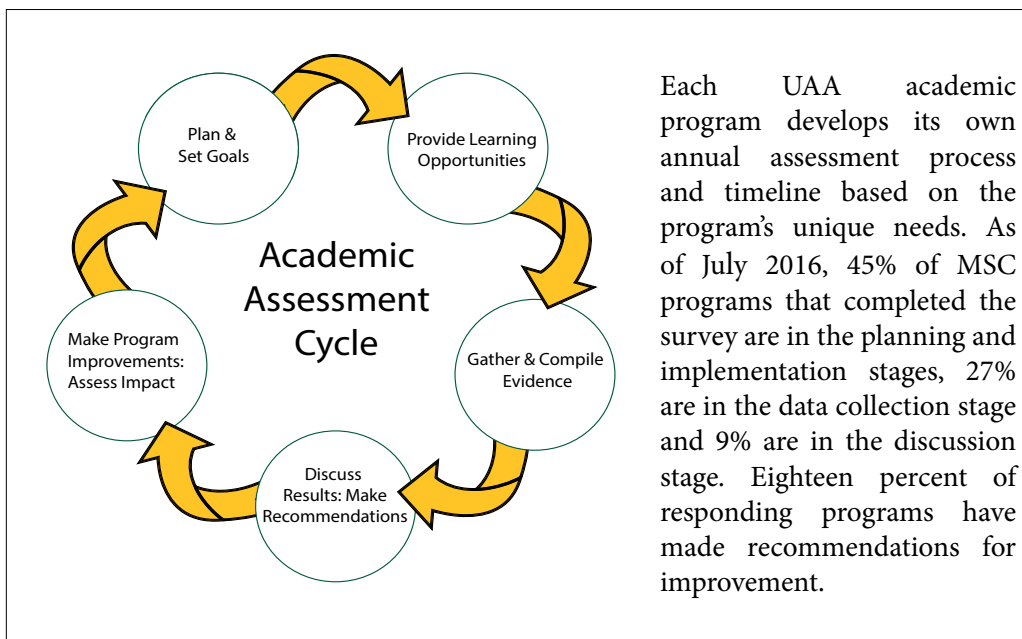
100%

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:

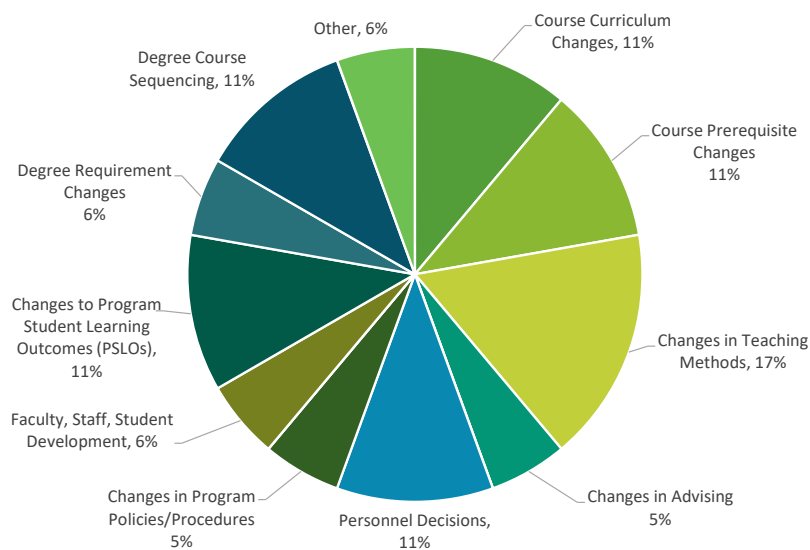
4



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.

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.



Program Assessment Spotlight:

"All programs delivered on the MSC campus worked through the curriculum mapping process, leading to increased conversations about assessment and student learning. In addition, Mat-Su faculty actively engaged in the cross-campus conversations about transitioning to collaborative assessment plans and processes for programs delivered at multiple locations."

-Rachel Graham
Assistant Professor
Mathematics

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 (PWSC). All five PWSC 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 PWSC surveys completed as of July 2016:

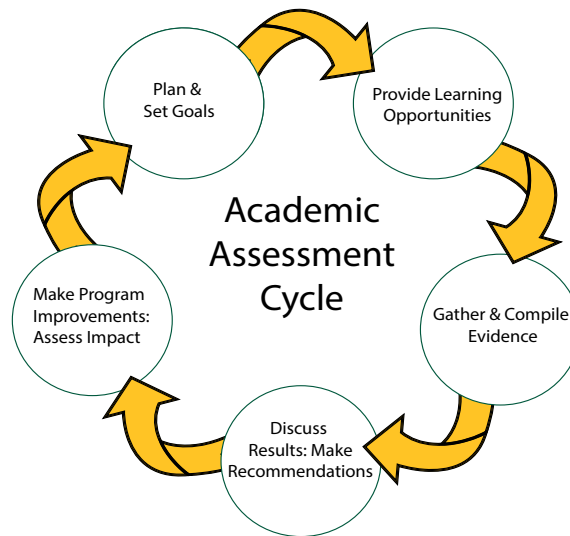
100%

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

20%

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

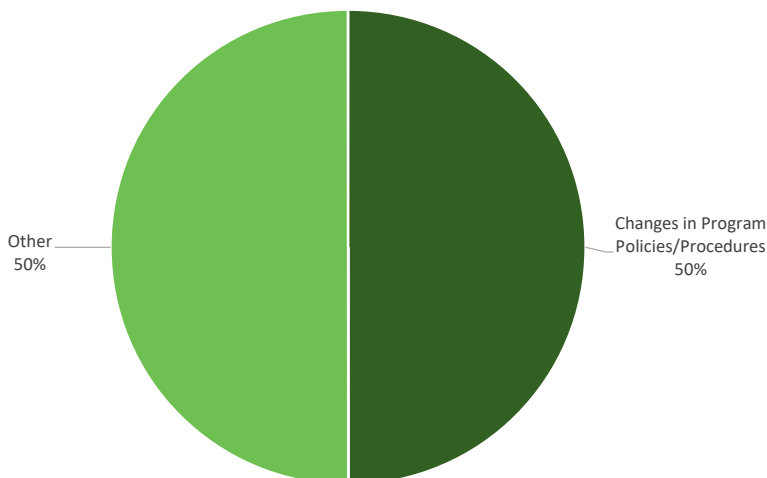
1



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 PWSC 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 Prince William Sound 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.



Program Assessment Spotlight: Outdoor Leadership

"The Outdoor Leadership program's required capstone internship provides an opportunity for in-depth assessment of student learning including: self-evaluation (e.g. reflective journal), instructor evaluation, and third-party evaluation by the internship site supervisor. An exit interview also sheds light on the positive impact of the experiential learning experience."

-Sharry Miller
Assistant Professor
Outdoor Leadership