

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 2017 of the 2017 survey. All 134 active 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 surveys completed as of July 2017:

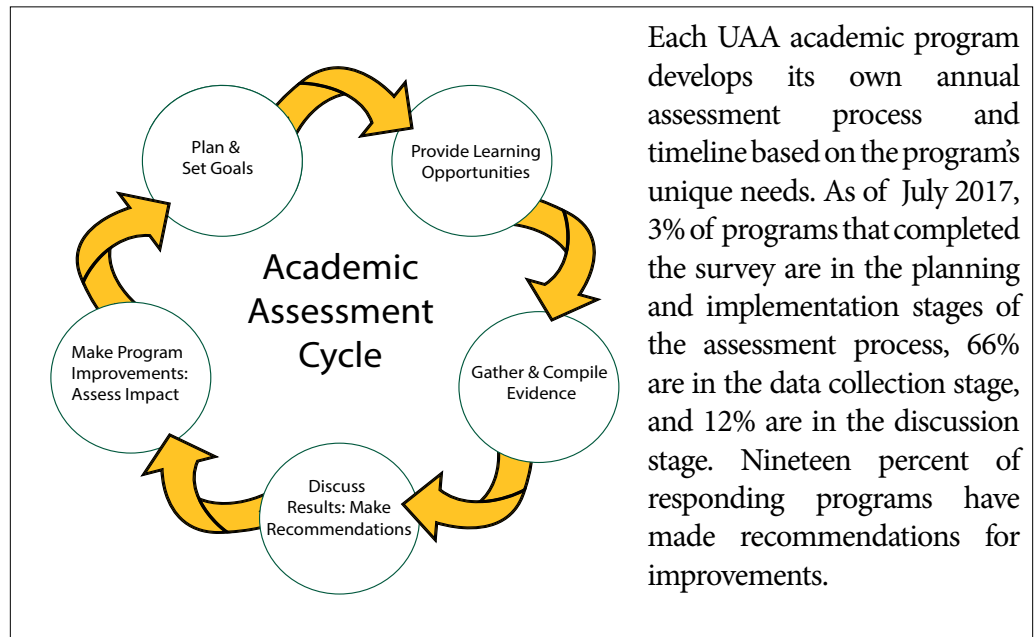
100%

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

84%

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

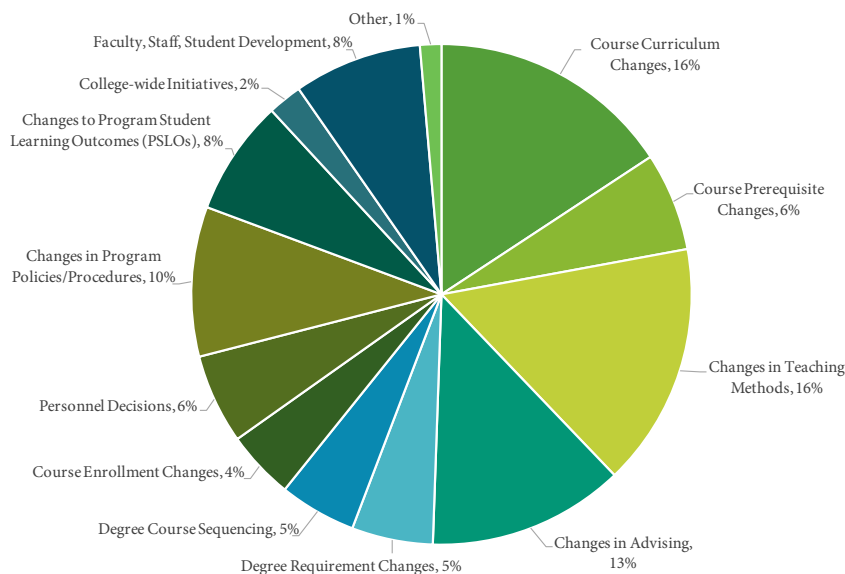
42



Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2017, 3% of programs that completed the survey are in the planning and implementation stages of the assessment process, 66% are in the data collection stage, and 12% are in the discussion stage. Nineteen 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, 84% 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: Associate of Arts

"The new AA assessment process offers a more participatory, sustainable, useful, and unified assessment practice, bringing five assessment plans into a single process across all UAA campuses. Using the shared assessment process, a faculty group assessed the AA and General Education together in 2017. The AA faculty team assessed the communication learning outcome. The team recommended scaffolding assignments within a course to build student learning outcome skills, because data showed this helped build on the component parts of effective communication skills. The assessment process generated useful data and rubrics; it also led to engaged faculty discussion, whose participants then can act as "seed" agents across the campuses."

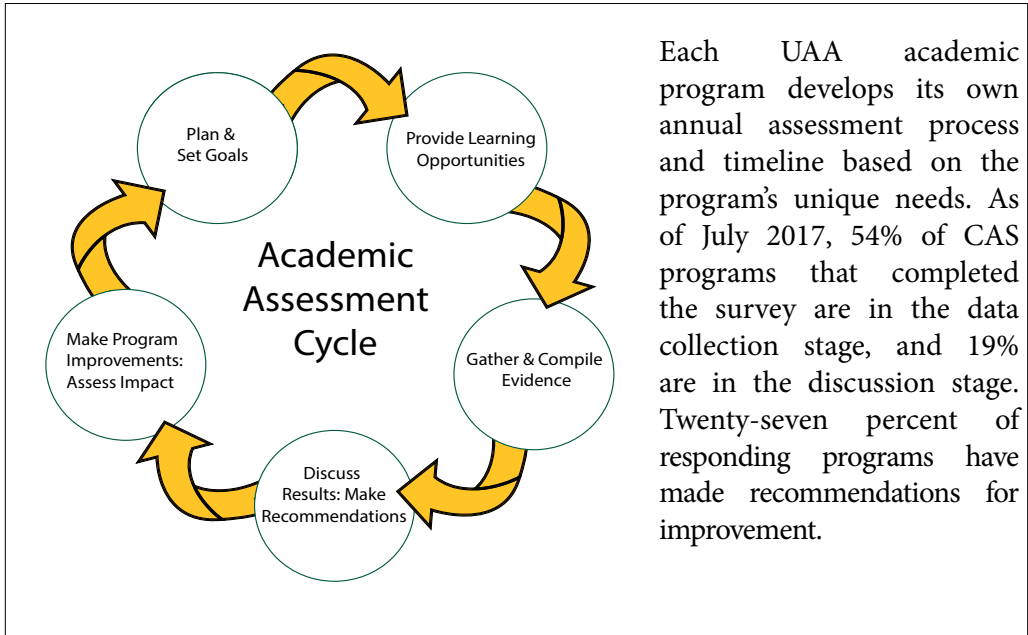
-Bill Myers
Professor
History

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 2017 of the 2017 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 2017:
100%

Total % of CAS programs which indicated making changes as a result of their assessment efforts:
85%

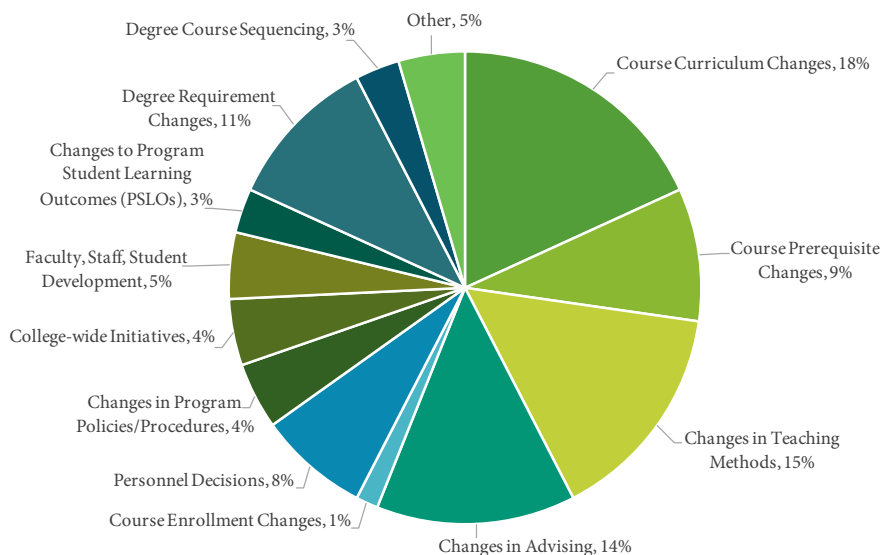
Total # of CAS programs which indicated making improvements to their assessment plan this year:
5



Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2017, 54% of CAS programs that completed the survey are in the data collection stage, and 19% are in the discussion stage. Twenty-seven 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, 85% 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: History

"Over the last few years, History program faculty have recommended enhancing online course offerings. In AY17, the department developed two robust master courses: US History I and Western Civilization I. The History Master Course model emphasizes three core elements: online lectures, online class discussions, and writing assignments. Now most History online courses incorporate these requirements. Students are more engaged with faculty members in History online courses that adopt the Master Course model."

-Songho Ha & Paul Dunscomb
Professors
History

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Total % of CBPP surveys completed as of July 2017:

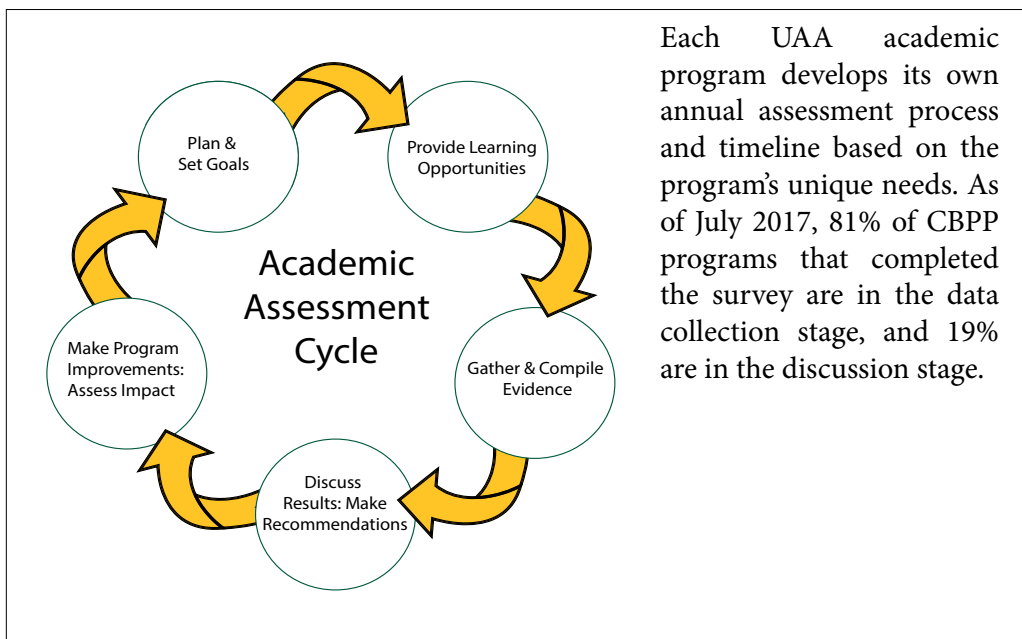
100%

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

88%

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

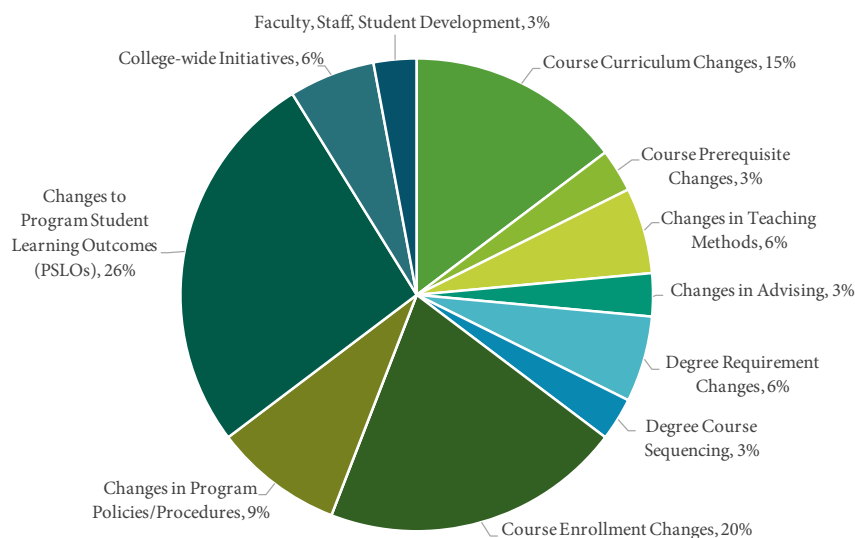
9



Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2017, 81% of CBPP programs that completed the survey are in the data collection stage, and 19% are in the discussion 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, 88% 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: Accounting

"In AY17, faculty from Anchorage, Kodiak, and Mat-Su worked together to develop a shared assessment plan for the AAS in Accounting. Faculty will collect data using common forms in designated courses offered on all three campuses, and meet to jointly review the data and make program improvement recommendations. This will allow the faculty to discuss assessment results and consider program improvements between campuses, which creates a better experience for our students."

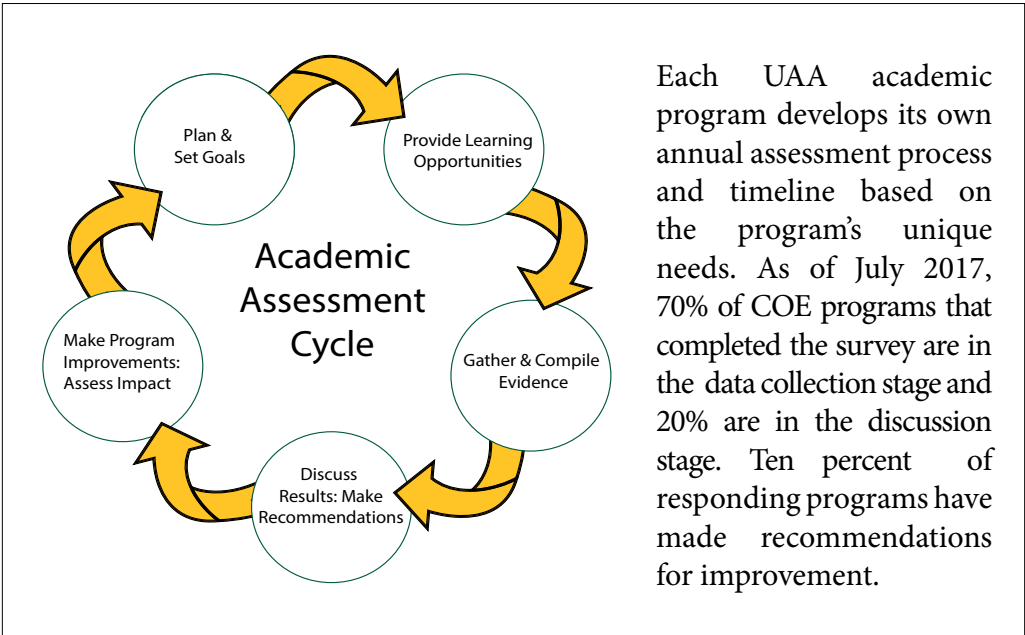
-Stasia Straley
Associate Professor
Accounting

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 2017 of the 2017 survey for the College of Education (COE). All 10 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 2017:
100%

Total % of COE programs which indicated making changes as a result of their assessment efforts:
100%

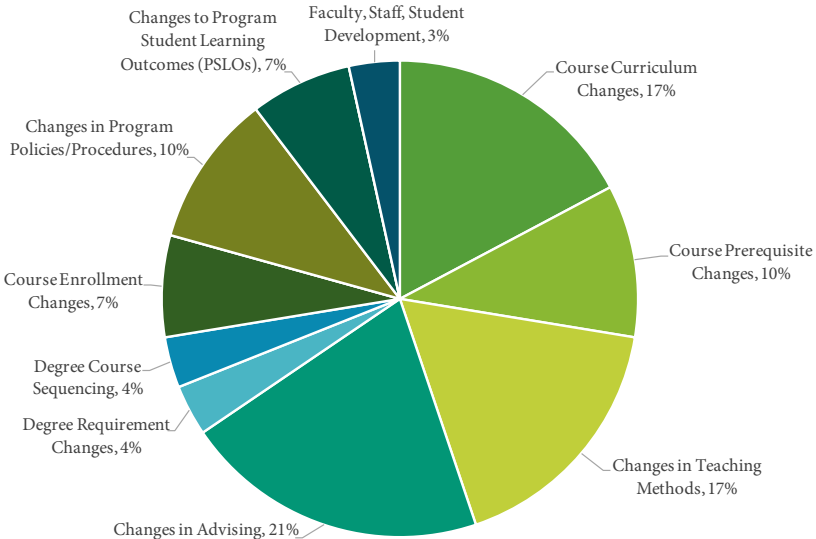
Total # of COE programs which indicated making improvements to their assessment plan this year:
3



Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2017, 70% of COE programs that completed the survey are in the data collection stage and 20% are in the discussion stage. Ten 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, 100% 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: Special Education

"Alumni survey data indicated that graduating students felt less prepared to differentiate instruction in order to maintain environments that accept, affirm, and constructively build upon the diversity of students. This led the Special Education program faculty to evaluate course content to specifically focus on the Alaska Cultural Standards, Universal Design for Learning, and culturally responsive pedagogy during each course of the program. Faculty will monitor student growth in this area of focus."

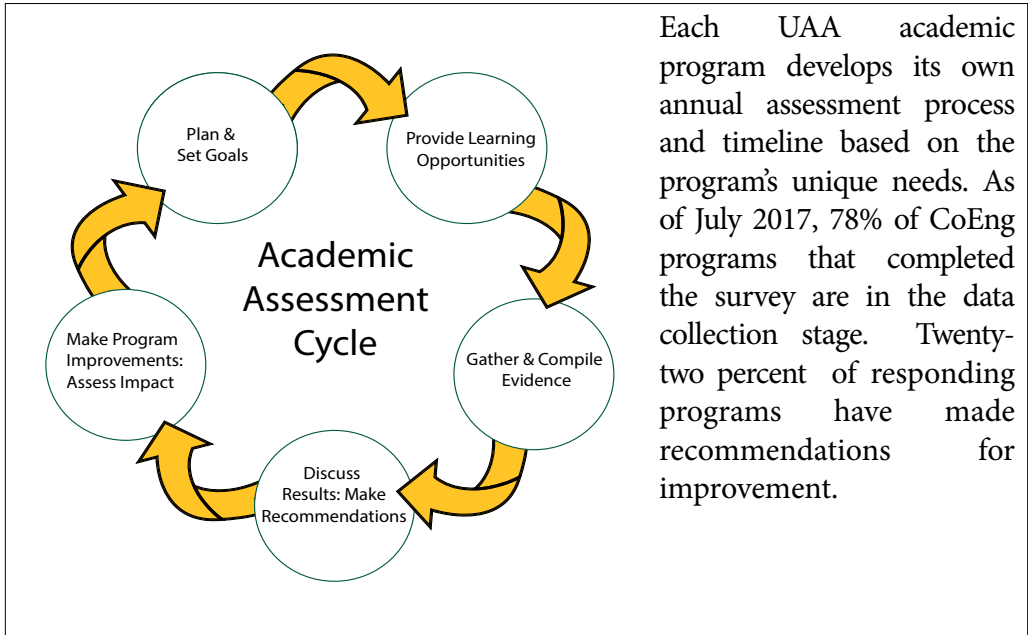
-Cassie Wells & Krista James
Assistant Professors
Special Education

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Total % of CoEng surveys completed as of July 2017:
100%

Total % of CoEng programs which indicated making changes as a result of their assessment efforts:
89%

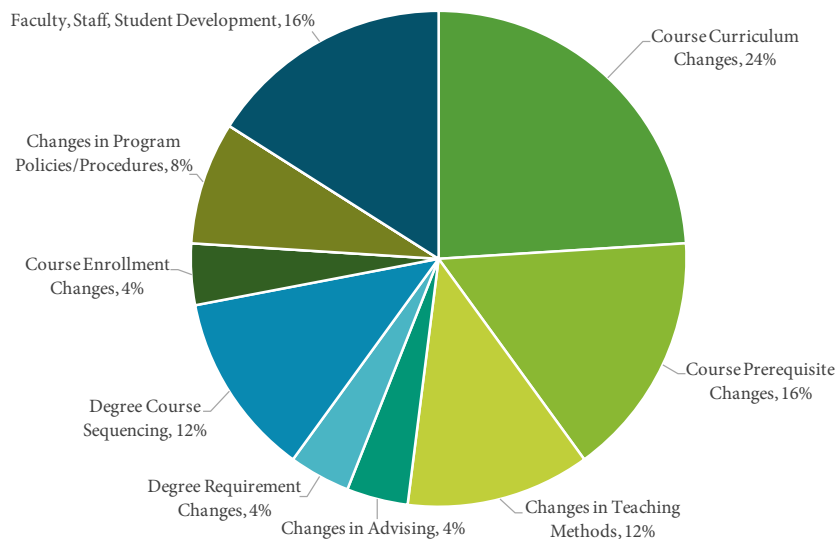
Total # of CoEng programs which indicated making improvements to their assessment plan this year:
1



Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2017, 78% of CoEng programs that completed the survey are in the data collection stage. Twenty-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, 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: Geomatics

"The Geomatics curriculum was re-evaluated to improve students' skills in applying statistics, mathematics, and general physics, and to streamline prerequisites as recommended in program prioritization findings. Subsequent assessment has shown improved student performance following the addition of a statistics program requirement, and a reasonable number of students now complete that requirement before enrolling in upper-division Geomatics courses."

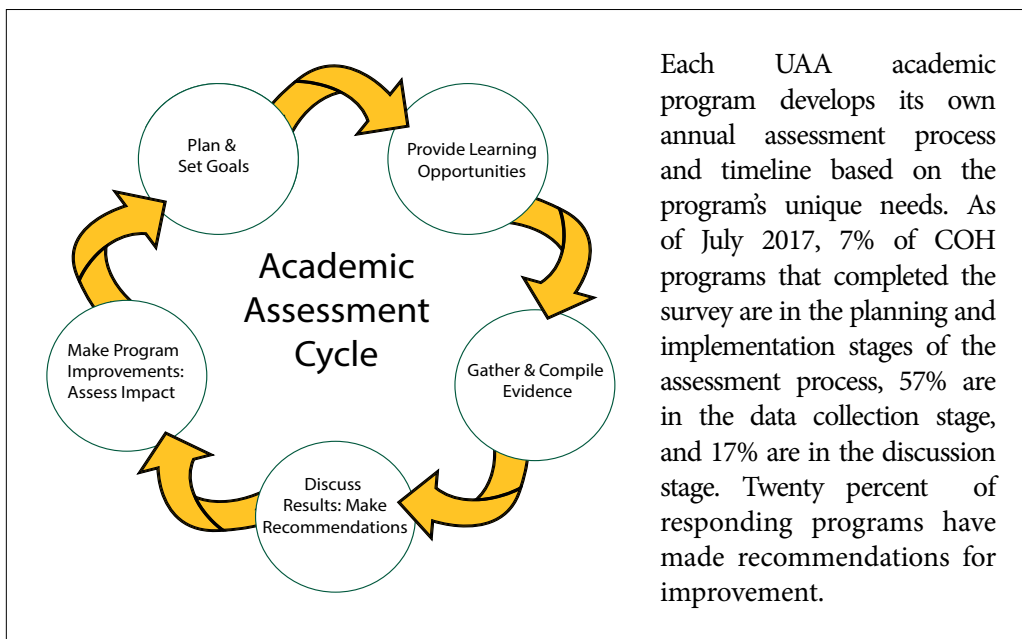
-Jeffrey Hollingsworth
Associate Professor
Geomatics

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Total % of COH surveys completed as of July 2017:
100%

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

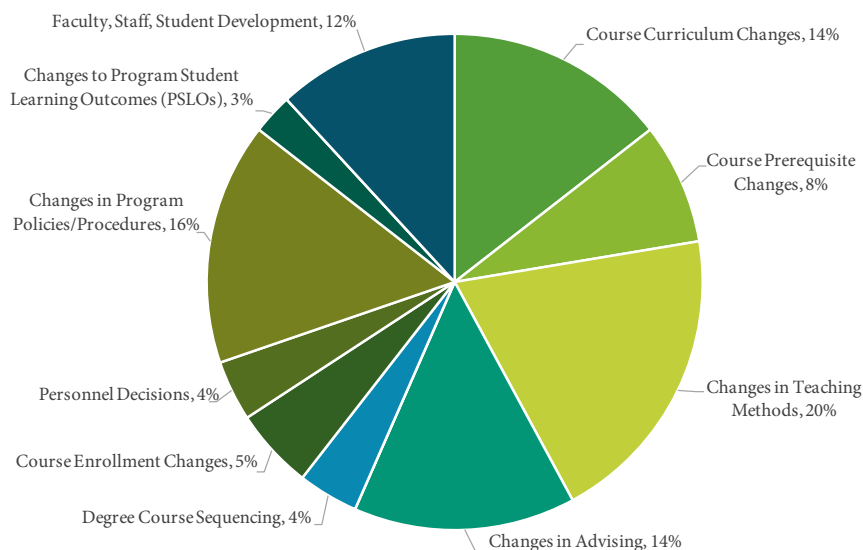
Total # of COH programs which indicated making improvements to their assessment plan this year:
7



Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2017, 7% of COH programs that completed the survey are in the planning and implementation stages of the assessment process, 57% are in the data collection stage, and 17% are in the discussion stage. Twenty 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, 80% 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: Dental Hygiene

"Program assessment revealed a weakness in some students' clinical skills in tartar removal in their second year. Faculty discussion revealed that students who saw easier patients (such as those who were younger) in their first-year clinical tended to have weaker clinical skills in their second year. Based on that finding, in AY18 faculty will limit the number of pediatric patients which meet clinical requirements in Clinical Practicum I to enable students to successfully develop their skills in first year. Additionally, remediation will be required for students who consistently demonstrate clinical skill levels below expectations to provide opportunity for skill strengthening. Assessment in Spring 2018 should reveal the impact of these changes."

-Sandy Pence
Professor
Dental Hygiene

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Total % of CTC surveys completed as of July 2017:

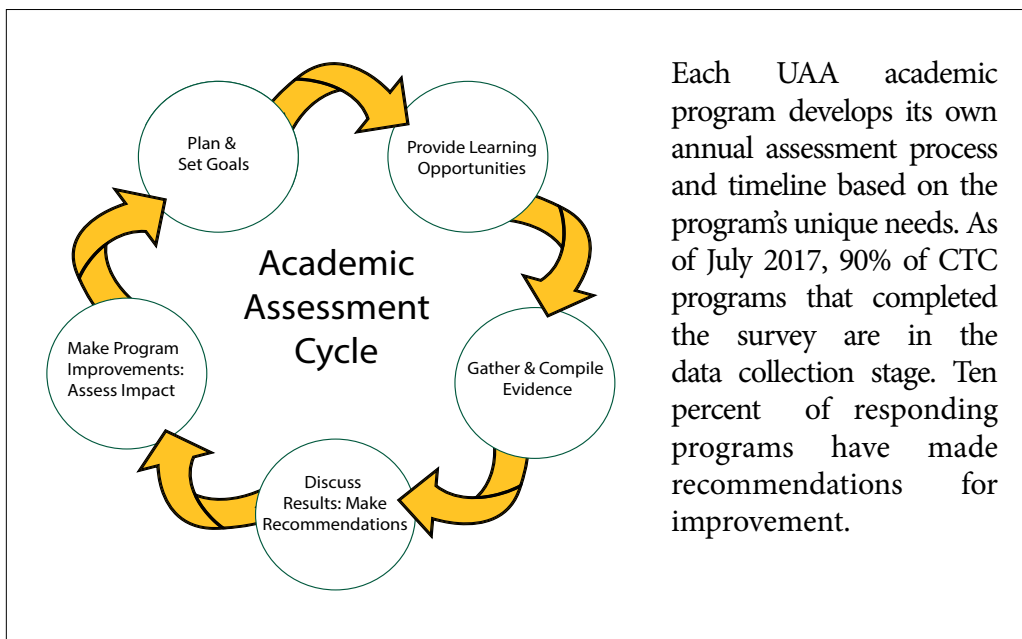
100%

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

81%

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

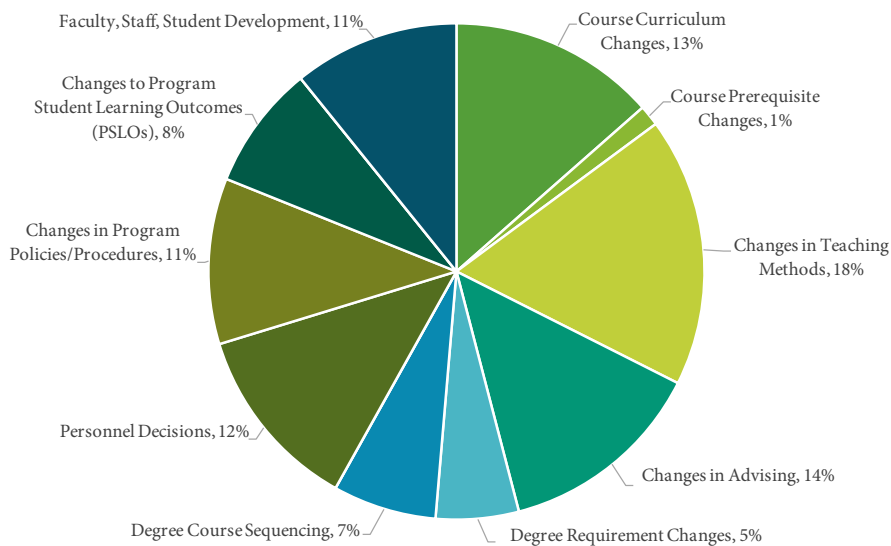
10



Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2017, 90% of CTC programs that completed the survey are in the data collection stage. Ten 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 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: Diesel Power Technology

"Based on assessment data and industry feedback, the Heavy Duty Transportation and Equipment program was revised to create a Diesel Power Technology program. The program includes a welding course and a rigorous one-year undergraduate certificate, which is embedded in the AAS and stackable with the Applied Technologies Leadership BS. The student learning outcomes align with National Automotive Technicians Education Foundation standards. UAA has the only diesel technical training program in Alaska with this highly acknowledged external accreditation. Students are obtaining a record number of national and manufacturer-specific certifications, and have had 100% job placement over the last two years."

-Jeff Libby
Director
Automotive Technology

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Total % of KPC surveys completed as of July 2017:

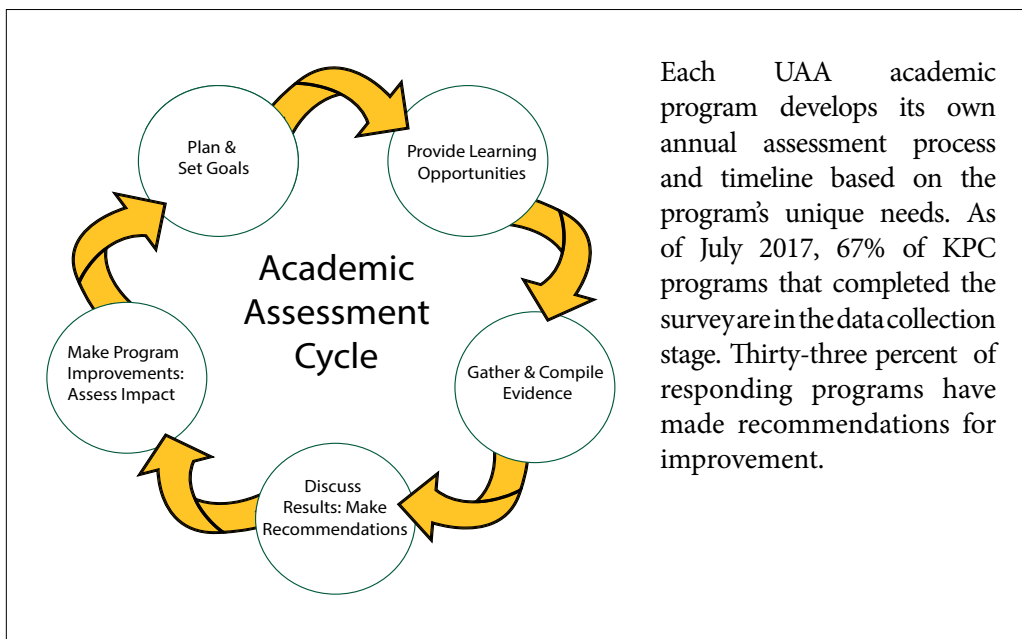
100%

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

83%

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

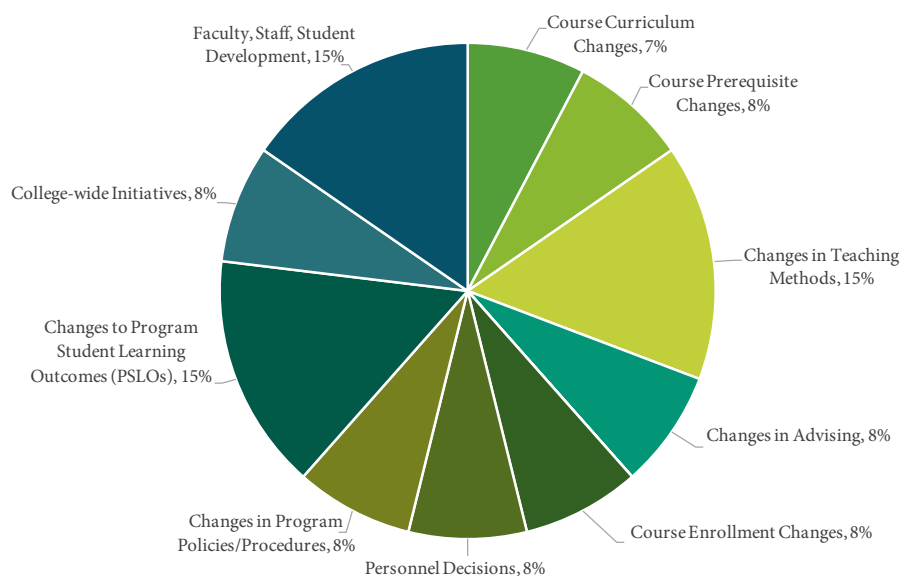
2



Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2017, 67% of KPC programs that completed the survey are in the data collection stage. Thirty-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, 83% 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: Paramedical Technology

"This year KPC and Mat-Su faculty collaborated on developing a shared assessment plan, with 14 objectives tied to national standards. As a more focused collaboration on these objectives, faculty reviewed the National Registry's Paramedic Psychomotor Competency Portfolio skills evaluation tools and retailored them into a shared student skills manual designed to improve student performance. This manual allows students to track their laboratory skills sessions while allowing faculty and staff a means to audit the recommended numbers of pre-hospital tasks prior to students being authorized to sit for the National Registry Paramedic Practical Exam."

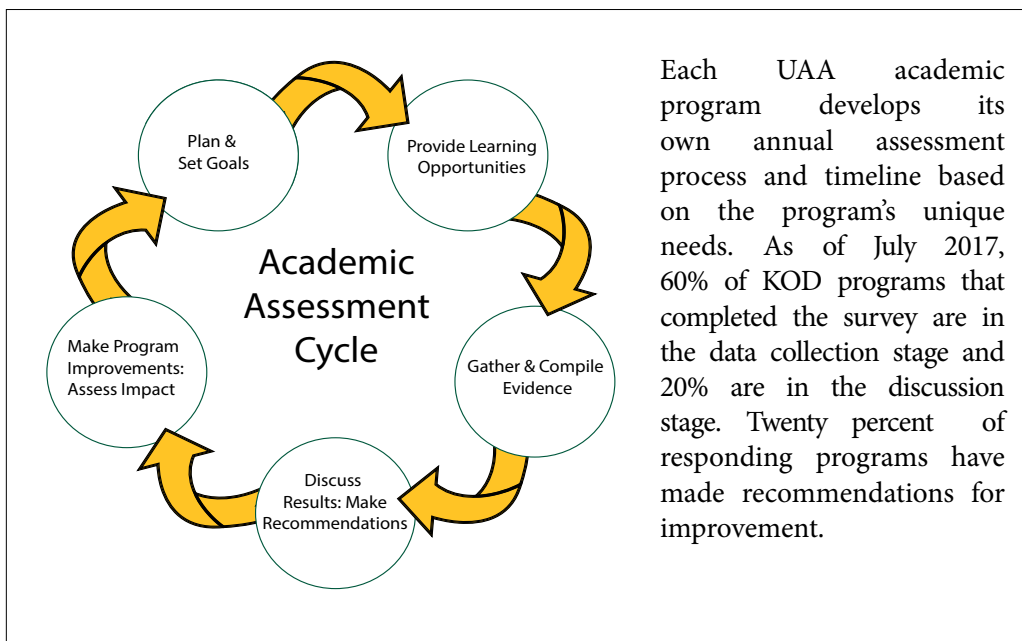
-Paul Perry
Assistant Professor
Paramedical Technology

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Total % of KOD surveys completed as of July 2017:
100%

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

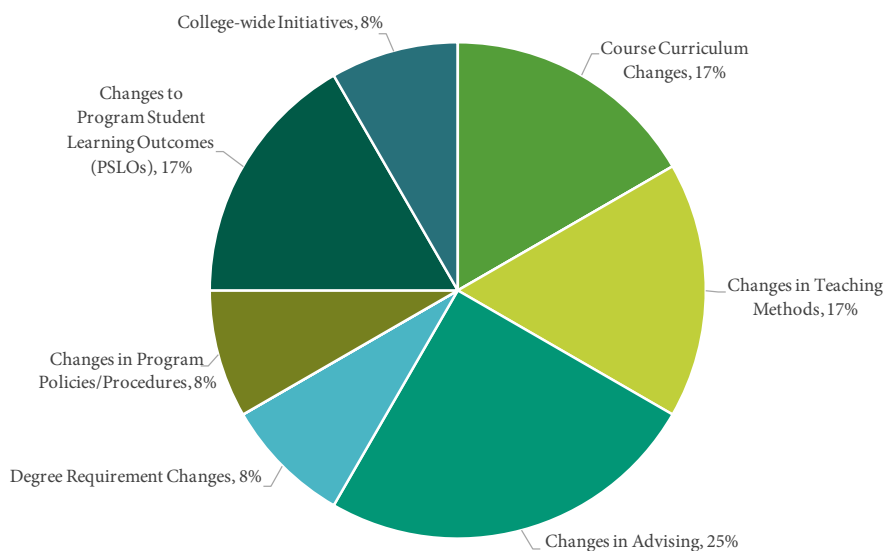
Total # of KOD programs which indicated making improvements to their assessment plan this year:
1



Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2017, 60% of KOD programs that completed the survey are in the data collection stage and 20% are in the discussion stage. Twenty 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, 80% 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: Associate of Arts

"The AA program assessment results for the last few years using the shared assessment plan reflect consistent student performance in most subjects. In the area of mathematics, faculty have noticed a significant improvement in initial placement, which has led to increased enrollments in higher levels of mathematics courses. This better prepares students to continue on for a baccalaureate degree."

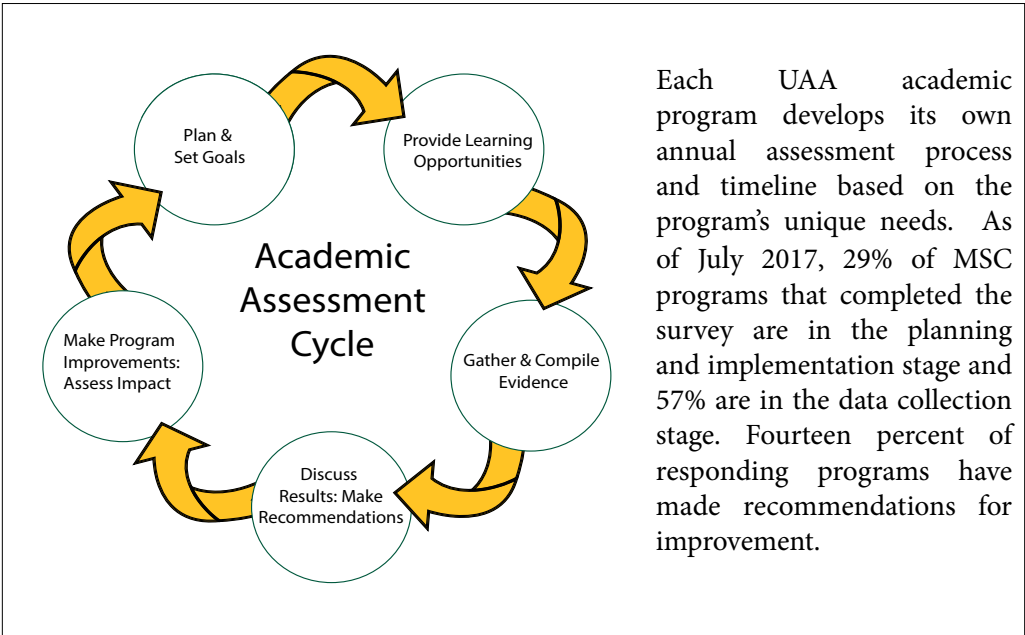
-Jesse Mickelson
Associate Professor
Mathematics

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Total % of MSC surveys completed as of July 2017:
100%

Total % of MSC programs which indicated making changes as a result of their assessment efforts:
71%

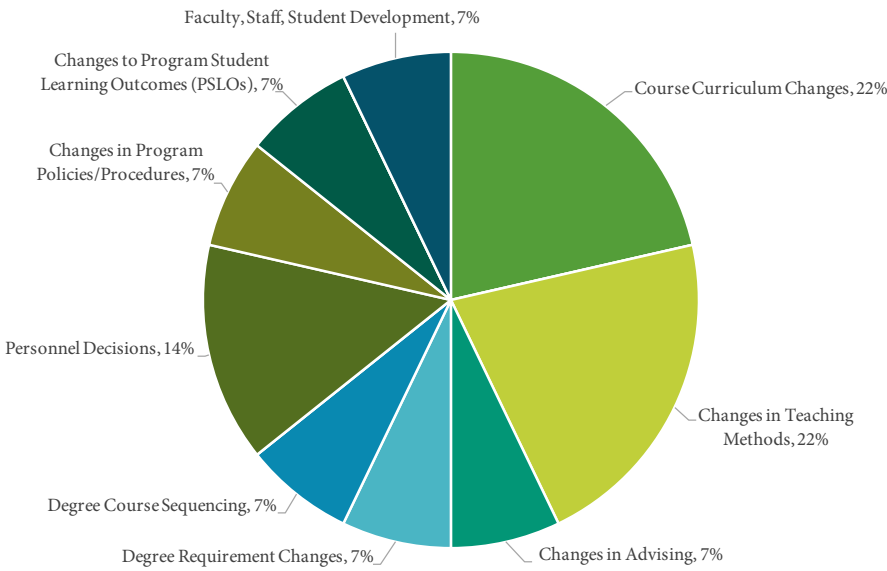
Total # of MSC programs which indicated making improvements to their assessment plan this year:
2



Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2017, 29% of MSC programs that completed the survey are in the planning and implementation stage and 57% are in the data collection 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, 71% 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: Paramedical Technology

“As part of a Kenai Peninsula College and Mat-Su collaboration on a shared assessment plan, the faculty on both community campuses surveyed industry leaders to identify key areas of student competencies required for entry-level employment. This information was compared against national EMS standards and documented student learning objective mastery in the shared program. Findings suggested students performed better than the national average on first-time pass rates of the national registry.”

-Dane Wallace
Assistant Professor
Paramedical Technology

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Total % of PWSC surveys completed as of July 2017:

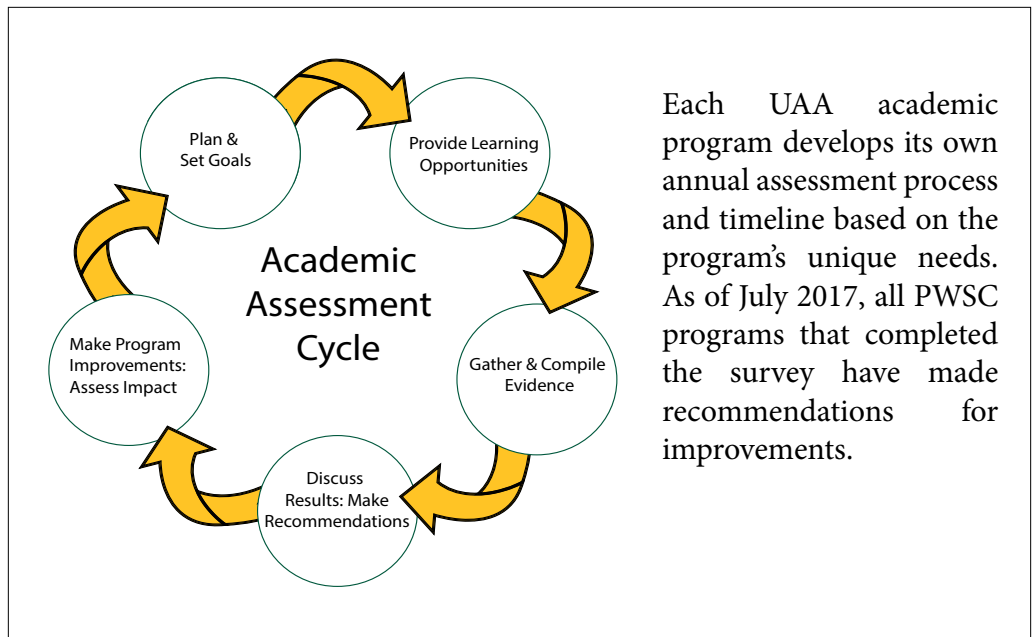
100%

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

67%

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

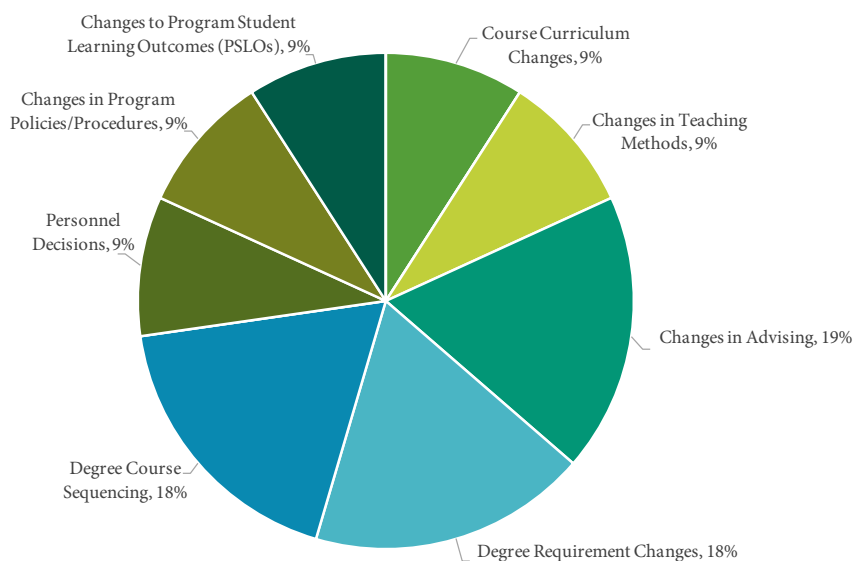
1



Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2017, all PWSC programs that completed the survey 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, 67% 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: Industrial Technology

"After assessing the needs of Industrial Technology students who are interested in pursuing careers in safety management, Prince William Sound College faculty determined that a close partnership with Anchorage's Occupational Safety and Health program would be mutually beneficial. Faculty are now shared between the programs, allowing students to take advantage of the expertise and experience of all instructors."

-Sharry Miller
Instructor
Industrial Technology