Annual Academic Assessment Survey Report
University of Alaska Anchorage - Institutional Report

Academic Year
2018

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 2018 of the 2018 survey. All 125 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 certificates and degrees which are assessed together and which submit only one report.
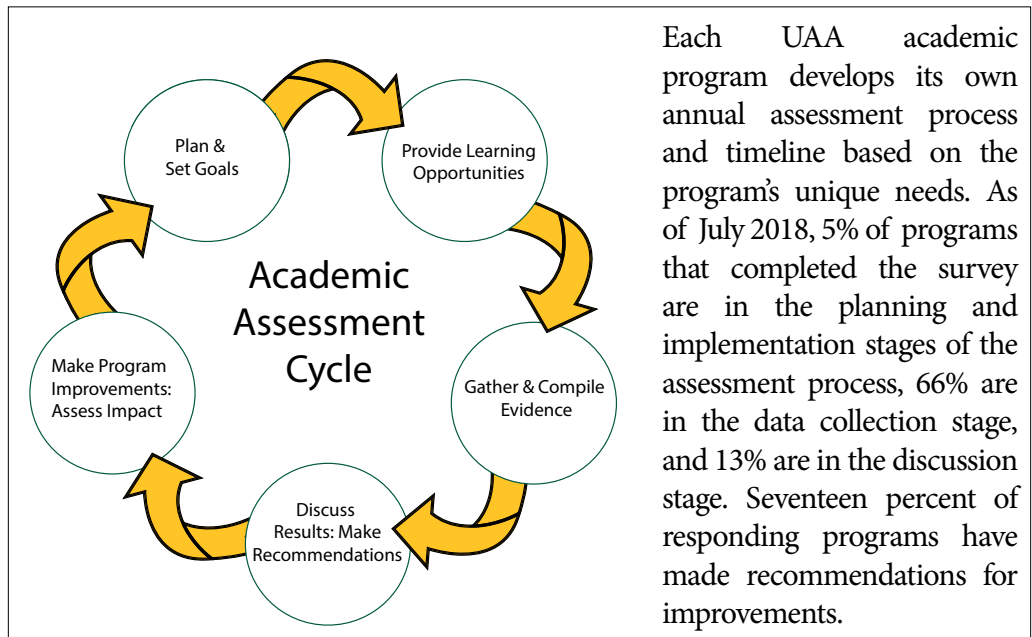
Total % of surveys completed as of July 2018:

100%

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

79%

Total # of programs which indicated making improvements to their assessment plan this year:
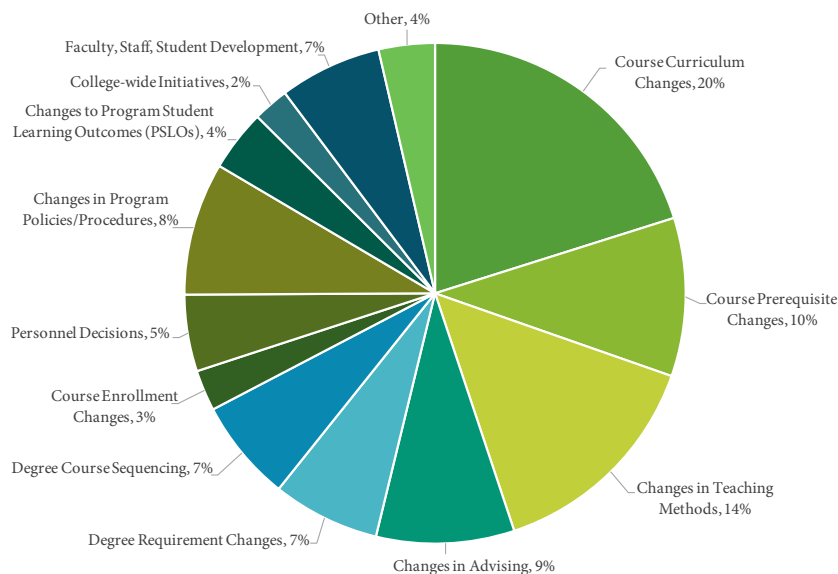
34

Academic Assessment Cycle

Plan & Set Goals

Provide Learning Opportunities

Gather & Compile Evidence

Discuss Results: Make Recommendations

Make Program Improvements: Assess Impact

Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2018, 5% 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 13% are in the discussion stage. Seventeen 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. Out of the active programs, 79% reported making changes as a result of their assessment efforts. Of 303 program improvements made, survey respondents report the following types.

Other, 4%
Faculty, Staff, Student Development, 7%
College-wide Initiatives, 2%
Changes to Program Student Learning Outcomes (PSLOs), 4%
Changes in Program Policies/Procedures, 8%
Personnel Decisions, 5%
Course Enrollment Changes, 3%
Degree Course Sequencing, 7%
Degree Requirement Changes, 7%
Changes in Advising, 9%
Changes in Teaching Methods, 14%
Course Prerequisite Changes, 10%
Course Curriculum Changes, 20%

Institutional Assessment Spotlight: Aligning Associate and Baccalaureate Degrees for Student Pathways

In AY18, the faculty aligned the Associate of Applied Science (AAS) general education component with the baccalaureate General Education Requirements. The changes, including an aligned set of learning outcomes, were approved in Spring 2018.
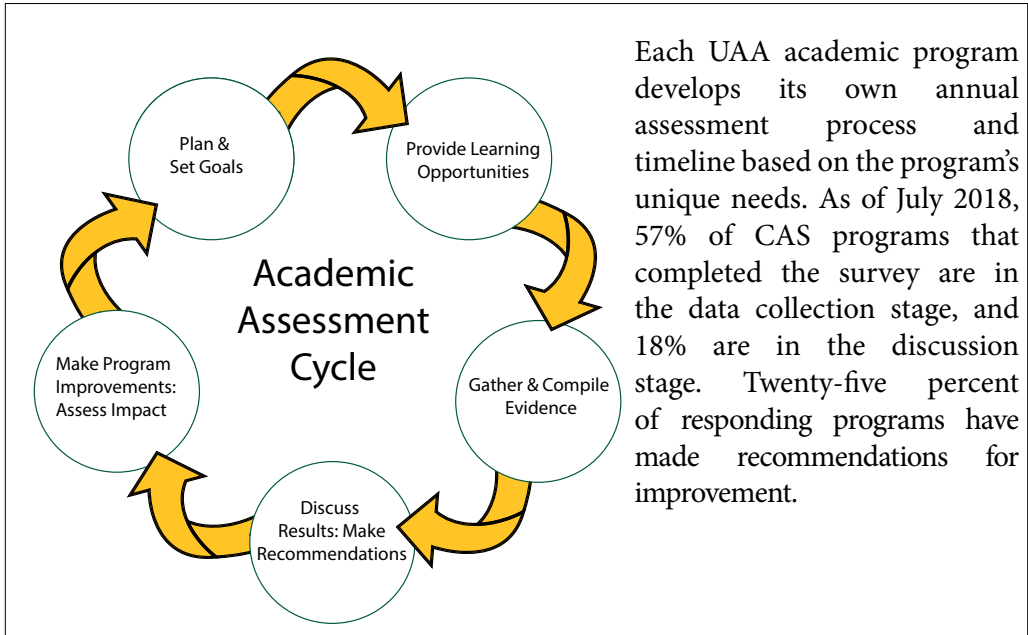
All AAS programs will go through the curriculum process in AY19 to align with the changes.

Annual Academic Assessment Survey Report
University of Alaska Anchorage - College of Arts & Sciences

Academic Year
2018

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 2018 of the 2018 survey for the College of Arts and Sciences (CAS). All 28 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 certificates and degrees which are assessed together and which submit only one report.

Total % of CAS surveys completed as of July 2018:
100%

Total % of CAS programs which indicated making changes as a result of their assessment efforts:
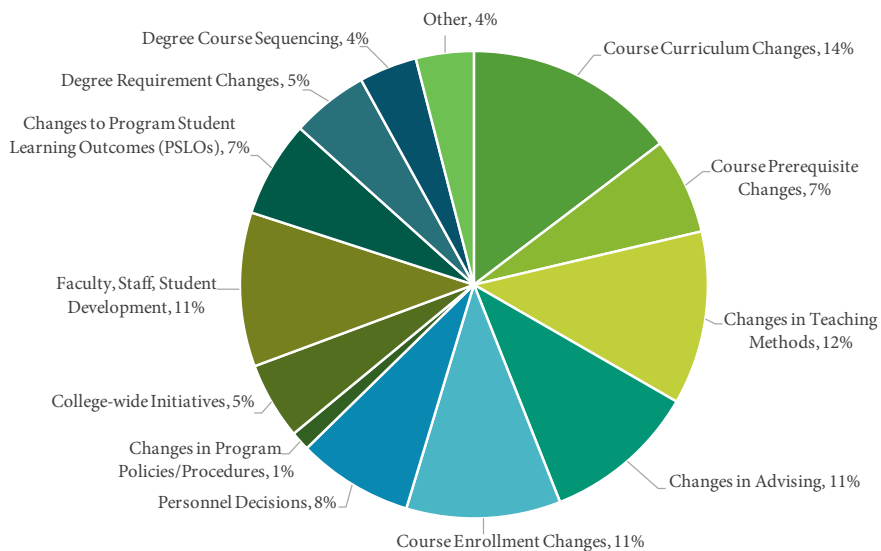**75%**

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

Academic Assessment Cycle

- Plan & Set Goals
- Provide Learning Opportunities
- Gather & Compile Evidence
- Discuss Results: Make Recommendations
- Make Program Improvements: Assess Impact

Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2018, 57% of CAS programs that completed the survey are in the data collection stage, and 18% 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. For CAS active programs, 75% reported making changes as a result of their assessment efforts. Of 75 program improvements made, survey respondents report the following types.

Pie chart:
- Other, 4%
- Course Curriculum Changes, 14%
- Degree Course Sequencing, 4%
- Course Prerequisite Changes, 7%
- Degree Requirement Changes, 5%
- Changes to Program Student Learning Outcomes (PSLOs), 7%
- Changes in Teaching Methods, 12%
- Faculty, Staff, Student Development, 11%
- Changes in Advising, 11%
- College-wide Initiatives, 5%
- Course Enrollment Changes, 11%
- Changes in Program Policies/Procedures, 1%
- Personnel Decisions, 8%

Program Improvement Spotlight: Clinical Psychology

"Faculty in the MS Clinical Psychology redesigned the Tests and Measurement in a Multicultural Context course to focus on the areas which were most beneficial for employment, based on student and alumni feedback. Students expressed appreciation for this approach and its impact on their confidence."
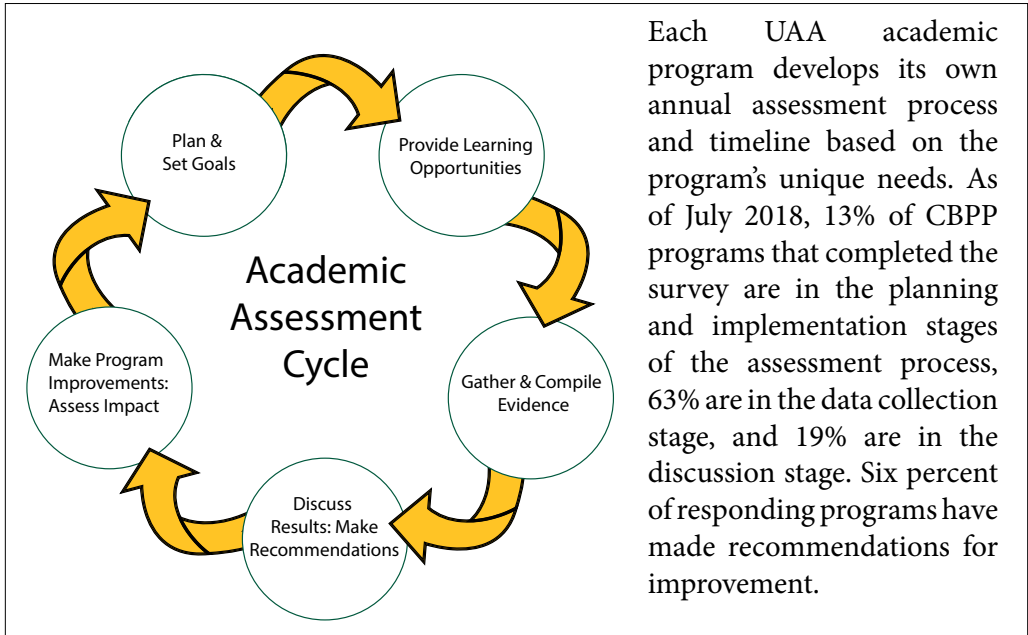
-Patricia Sandberg
Professor
Psychology

Annual Academic Assessment Survey Report
University of Alaska Anchorage - College of Business & Public Policy

Academic Year
2018

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 2018 of the 2018 survey for the College of Business & Public Policy (CBPP). All 16 active 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 certificates and degrees which are assessed together and which submit only one report.

Total % of CBPP surveys completed as of July 2018:
100%

Total % of CBPP programs which indicated making changes as a result of their assessment efforts:
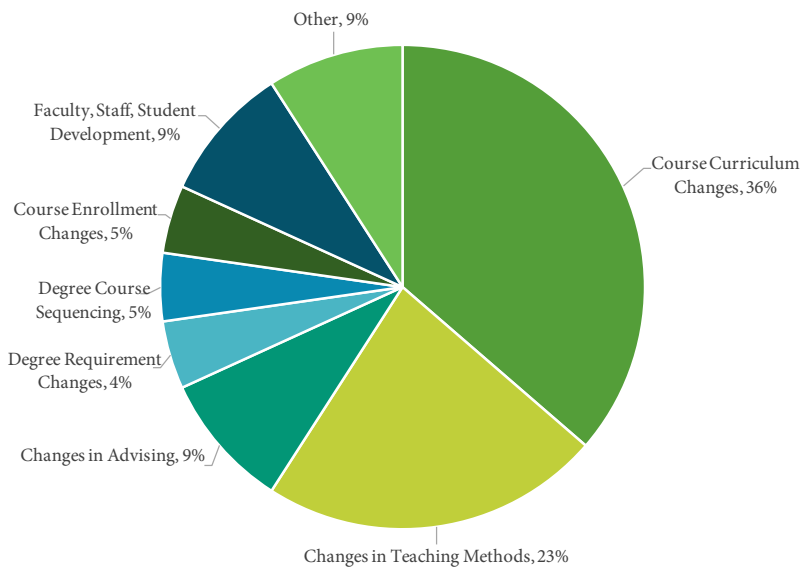**75%**

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

Academic Assessment Cycle

- Plan & Set Goals
- Provide Learning Opportunities
- Gather & Compile Evidence
- Discuss Results: Make Recommendations
- Make Program Improvements: Assess Impact

Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2018, 13% of CBPP programs that completed the survey are in the planning and implementation stages of the assessment process, 63% are in the data collection stage, and 19% are in the discussion stage. Six 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. For CBPP active programs, 75% reported making changes as a result of their assessment efforts. Out of 22 program improvements made, survey respondents report the following types.

- Other, 9%
- Faculty, Staff, Student Development, 9%
- Course Enrollment Changes, 5%
- Degree Course Sequencing, 5%
- Degree Requirement Changes, 4%
- Changes in Advising, 9%
- Changes in Teaching Methods, 23%
- Course Curriculum Changes, 36%

Program Assessment Spotlight: General Business

"To integrate more formative assessment into the program and to respond to student requests for immediate feedback, faculty implemented templates for ACCT 201 and ACCT 202 to communicate that something is 'correct' or encourage students to 'try again.' This has helped them to be more confident in their work, and has been beneficial for many students in the past year."
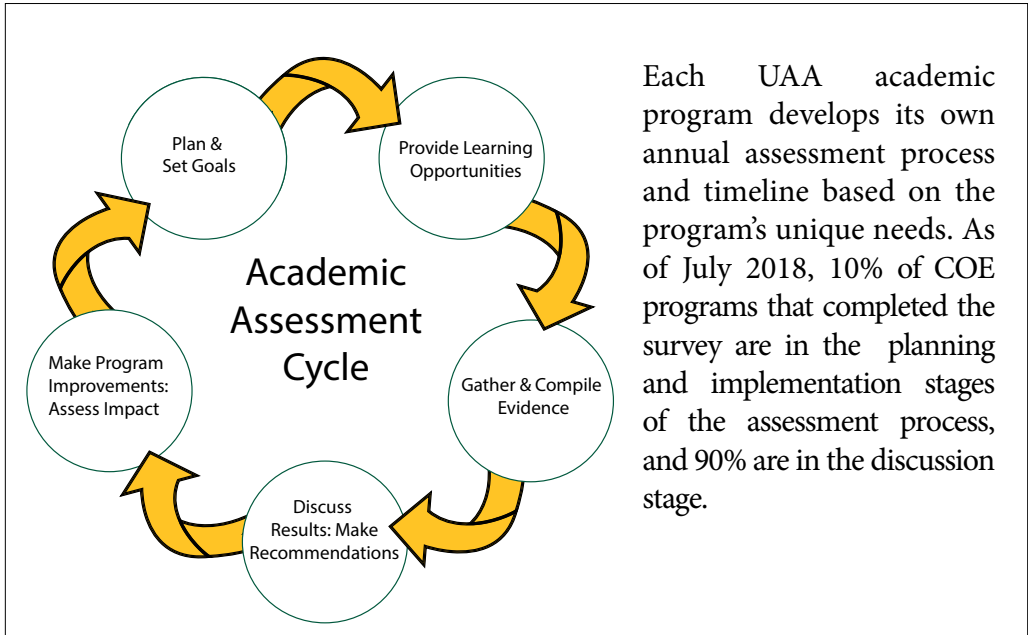
-Kathrynn Hollis-Buchanan
Associate Professor
Business

Annual Academic Assessment Survey Report
University of Alaska Anchorage - College of 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 2018 of the 2018 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 certificates and degrees which are assessed together and which submit only one report.

Total % of COE surveys completed as of July 2018:
100%

Total % of COE programs which indicated making changes as a result of their assessment efforts:
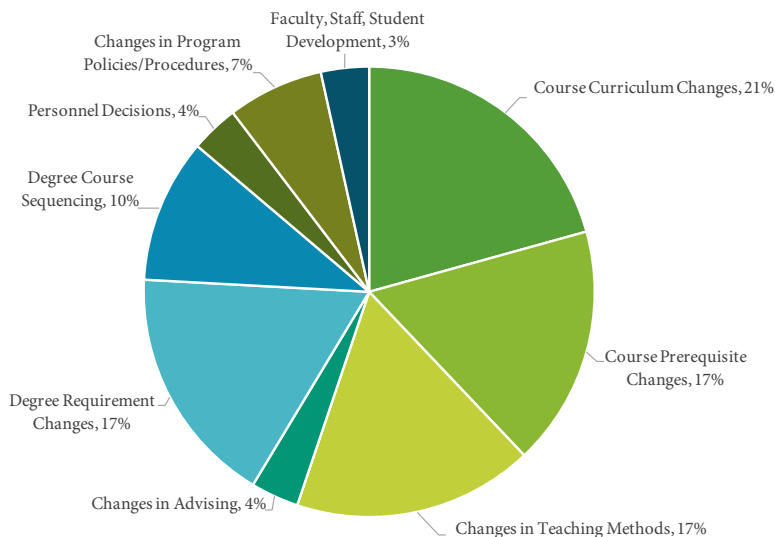**90%**

Total # of COE programs which indicated making improvements to their assessment plan this year:
0

Academic Assessment Cycle

Plan & Set Goals — Provide Learning Opportunities — Gather & Compile Evidence — Discuss Results: Make Recommendations — Make Program Improvements: Assess Impact

Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2018, 10% of COE programs that completed the survey are in the planning and implementation stages of the assessment process, and 90% 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. For COE active programs, 90% reported making changes as a result of their assessment efforts. Out of 31 program improvements made, survey respondents report the following types.

- Faculty, Staff, Student Development, 3%
- Changes in Program Policies/Procedures, 7%
- Personnel Decisions, 4%
- Degree Course Sequencing, 10%
- Degree Requirement Changes, 17%
- Changes in Advising, 4%
- Changes in Teaching Methods, 17%
- Course Curriculum Changes, 21%
- Course Prerequisite Changes, 17%

Program Assessment Spotlight: Language Education

"Language Education students are engaged in teacher action research, and assessment has shown that this leads to a deeper level of insight and progress in their own teaching. They have become leaders in their schools and districts, which is important because Alaska has the most culturally and linguistically diverse schools in the United States."

-Cathy Anne Coulter & Irasema Ortega
Associate Professor, Elementary Education & Associate Professor, Science Education

Annual Academic Assessment Survey Report
University of Alaska Anchorage - College of 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 2018 of the 2018 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 certificates and degrees which are assessed together and which submit only one report.

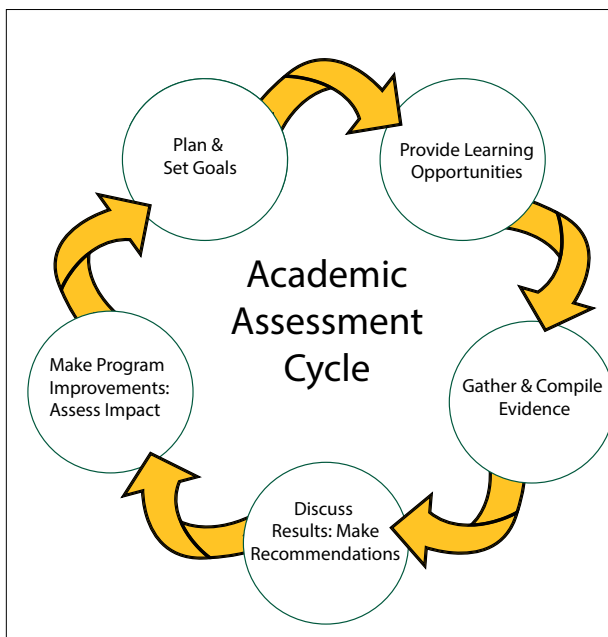Total % of CoEng surveys completed as of July 2018:
100%

Total % of CoEng programs which indicated making changes as a result of their assessment efforts:
70%

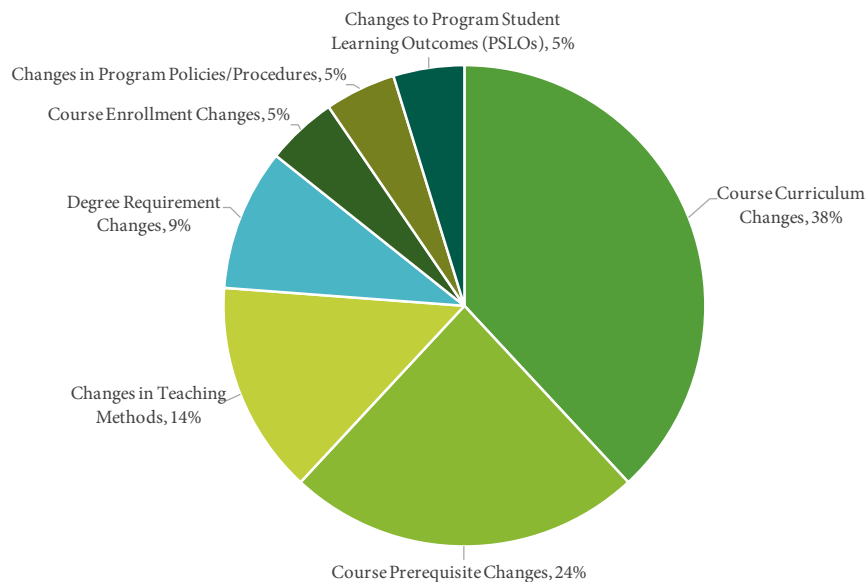Total # of CoEng programs which indicated making improvements to their assessment plan this year:
5

Academic Assessment Cycle

- Plan & Set Goals
- Provide Learning Opportunities
- Gather & Compile Evidence
- Discuss Results: Make Recommendations
- Make Program Improvements: Assess Impact

Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2018, 10% of CoEng programs that completed the survey are in the planning and implementation stages of the assessment process, and 70% are in the data collection 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. For CoEng active programs, 70% reported making changes as a result of their assessment efforts. Out of 21 program improvements made, survey respondents report the following types.

- Changes to Program Student Learning Outcomes (PSLOs), 5%
- Changes in Program Policies/Procedures, 5%
- Course Enrollment Changes, 5%
- Degree Requirement Changes, 9%
- Changes in Teaching Methods, 14%
- Course Prerequisite Changes, 24%
- Course Curriculum Changes, 38%

Program Assessment Spotlight: Computer Science

"To meet new program accreditation requirements for the Computing Accreditation Commission of ABET, the Computer Science BS faculty reduced the Program Student Learning Outcomes from eleven to six outcomes. It is expected to improve student learning as faculty are able to focus on this smaller set."

-Kenrick Mock
Professor
Computer Science

Annual Academic Assessment Survey Report
University of Alaska Anchorage - College of Health

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 2018 of the 2018 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 certificates and degrees which are assessed together and which submit only one report.

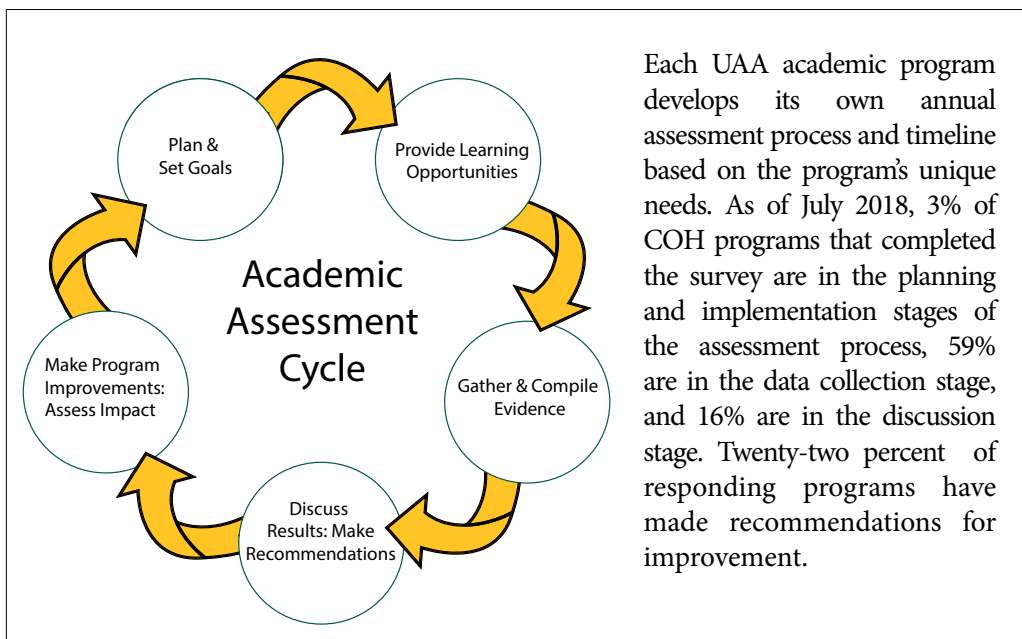Total % of COH surveys completed as of July 2018:
100%

Total % of COH programs which indicated making changes as a result of their assessment efforts:
72%

Total # of COH programs which indicated making improvements to their assessment plan this year:
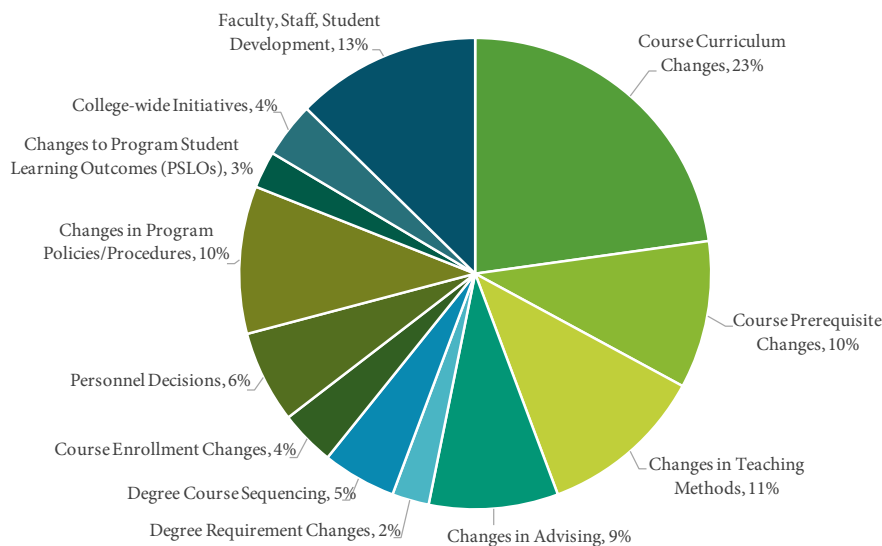**10**

Academic Assessment Cycle

Plan & Set Goals — Provide Learning Opportunities — Gather & Compile Evidence — Discuss Results: Make Recommendations — Make Program Improvements: Assess Impact

Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2018, 3% of COH programs that completed the survey are in the planning and implementation stages of the assessment process, 59% are in the data collection stage, and 16% are in the discussion 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. For COH active programs, 72% reported making changes as a result of their assessment efforts. Out of 82 program improvements made, survey respondents report the following types.

Faculty, Staff, Student Development, 13%
College-wide Initiatives, 4%
Changes to Program Student Learning Outcomes (PSLOs), 3%
Changes in Program Policies/Procedures, 10%
Personnel Decisions, 6%
Course Enrollment Changes, 4%
Degree Course Sequencing, 5%
Degree Requirement Changes, 2%
Changes in Advising, 9%
Changes in Teaching Methods, 11%
Course Prerequisite Changes, 10%
Course Curriculum Changes, 23%

Program Assessment Spotlight: Human Services

"Based on student feedback and faculty observation, the Human Services program focused on improving active listening skills. Students improved their scores by 13% in Paraprofessional Counseling II, which is significant because active listening is an integral skill in communication with clients."
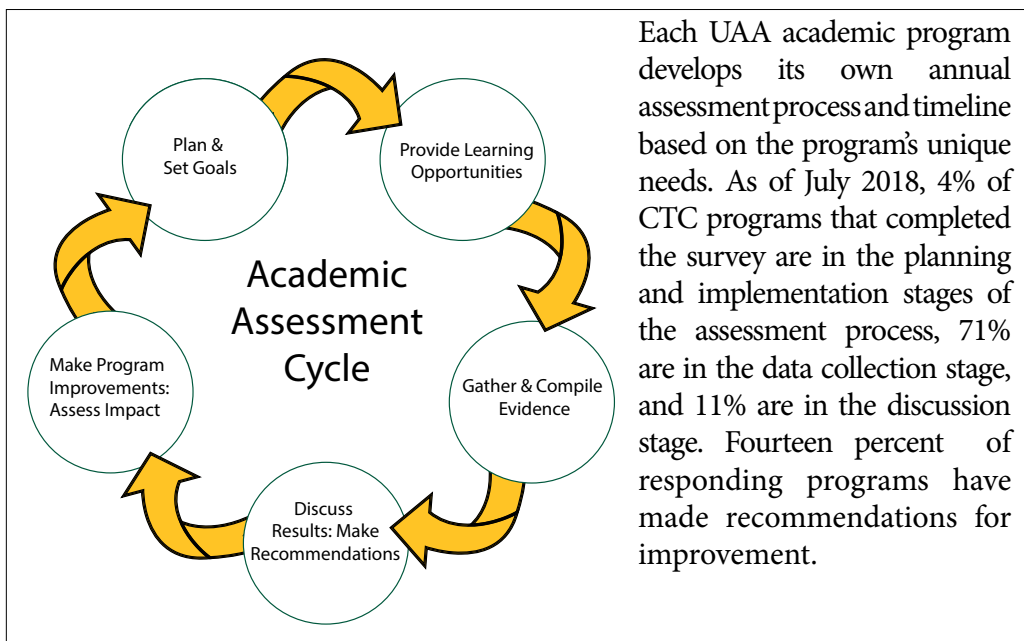
-Lynn Paterna
Associate Professor
Human Services

Annual Academic Assessment Survey Report
University of Alaska Anchorage - Community & Technical College

Academic Year
2018

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 2018 of the 2018 survey for the Community & Technical College (CTC). All 28 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 certificates and degrees which are assessed together and which submit only one report.

Total % of CTC surveys completed as of July 2018:
100%

Total % of CTC programs which indicated making changes as a result of their assessment efforts:
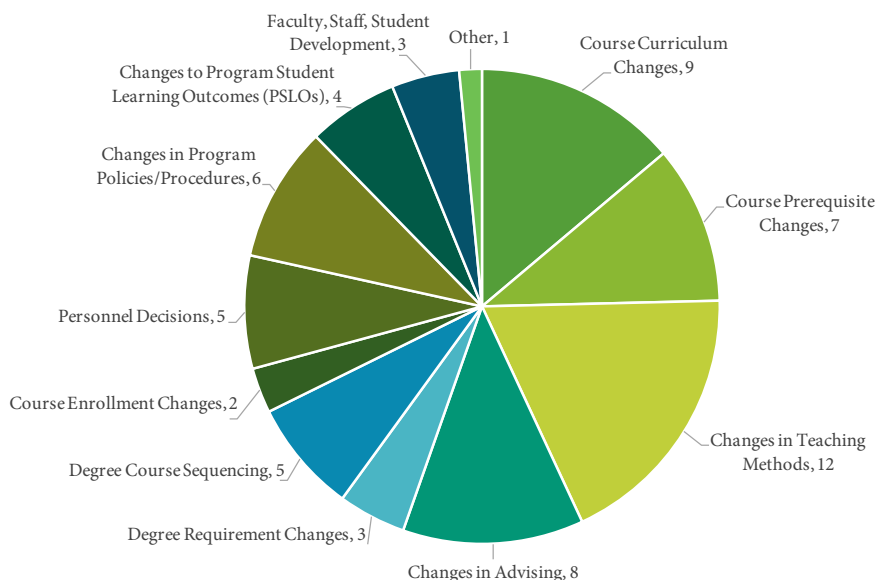**57%**

Total # of CTC programs which indicated making improvements to their assessment plan this year:
9

Academic Assessment Cycle: Plan & Set Goals → Provide Learning Opportunities → Gather & Compile Evidence → Discuss Results: Make Recommendations → Make Program Improvements: Assess Impact

Each UAA academic program develops its own annual assessment process and timeline based on the program's unique needs. As of July 2018, 4% of CTC programs that completed the survey are in the planning and implementation stages of the assessment process, 71% are in the data collection stage, and 11% 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. For CTC active programs, 57% reported making changes as a result of their assessment efforts. Out of 65 program improvements made, survey respondents report the following types.

Pie chart of program improvement types: Course Curriculum Changes, 9; Course Prerequisite Changes, 7; Changes in Teaching Methods, 12; Changes in Advising, 8; Degree Requirement Changes, 3; Degree Course Sequencing, 5; Course Enrollment Changes, 2; Personnel Decisions, 5; Changes in Program Policies/Procedures, 6; Changes to Program Student Learning Outcomes (PSLOs), 4; Faculty, Staff, Student Development, 3; Other, 1

Program Assessment Spotlight: Air Traffic Control

"Based on discussion of the AY17 assessment data, relative to the outcome "Federal Regulations and U.S. air traffic control system interactions," faculty made program changes. In AY18, student achievement on this outcome showed a 4% improvement."

-Sherri LaRue
Associate Professor
Aviation Technology