

University of Alaska Anchorage
Academic Assessment Retreat Agenda
Thursday, May 9, 2019
LIB 307



Regional Accreditation Commendation, January 31, 2019

The Commission commends UAA for its extensive assessment efforts related to student learning. Faculty exhibit robust ownership and leadership in assessing academic programs, and also engage proactively in the multifaceted assessment of General Education.

8:30-9:00 **Registration and Sign-In**
Coffee and refreshments available

9:00-9:30 **Welcome and Overview**
Susan Kalina, Vice Provost, Academic Affairs and Professor, Russian

9:30-9:45 **Faculty Senate Academic Assessment Committee– Peer Leadership, Support, Opportunities**
Rachel Graham, Associate Professor, Mathematics
Kathi Trawver, Associate Professor, Social Work

9:45-10:15 **Revised NWCCU Standards: Student Learning and Student Achievement**
Susan Kalina, Vice Provost, Academic Affairs and Professor, Russian

INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a continuous process of assessing institutional effectiveness, including the **assessment of student learning** and other **support services to facilitate student learning and achievement**. The institution uses that ongoing and systematic evaluation and planning to **inform and refine its key processes, assign resources, and improve student learning**.

ACADEMIC QUALITY

Student Learning – On the course, program, and institutional level.

Core Competencies – UAA will identify a set of core competencies that **apply across all programs** and address why we chose these particular competencies, how we are measuring them, whether or not students are achieving them, and what we are doing if students are not achieving them.

Examples of core competencies include effective communication and critical thinking.

NWCCU will want to know the **best practices** we have chosen to guide these processes and our rationale for the particular best practice, e.g. using the VALUE rubrics to assess student learning.

STUDENT ACHIEVEMENT/STUDENT SUCCESS METRICS

Examples are course completion, experiential learning, degree completion, retention, and job placement. We will need to tell NWCCU **where we want to be in 7 years** relative to our current retention and graduation rates and any other ways we choose to measure student success. We will need to identify **peer and aspirational institutions**, against which to measure achievement.

10:15-10:30 Break

10:30-11:30 Table Exercise and Discussion: Getting to the Core Competencies- What Every UAA Student Should Know and Be Able to Do

The list of competencies on your worksheet is a compilation of the [AAC&U Essential Learning Outcomes](#) (sub-bullets from the Intellectual and Practical Skills & Personal and Social Responsibility) and the core competencies from the [AAC&U employer survey](#).

- 1) Each participant should take a minute to go through the list of core competencies and check off any that are required by your specialized accreditation or that you are measuring in your program student learning outcomes assessment process(es).
- 2) Each participant should take a few minutes to rank their top three competencies, 1 being the most important.
- 3) As a college or campus, discuss which three competencies you would choose for UAA students and why. One person should be ready to report out. Please have a note taker fill out the worksheet with your 3 choices and the rationale for each.

Report outs

11:30-11:45 General Education: Aligning Learning Outcomes from Certificates through the Baccalaureate Degree

Dan Kline, Director, General Education and Professor, English

11:45-11:55 NWCCU Mission Fulfillment Fellows Program and the Community Survey
Rachel Graham, Associate Professor, Mathematics
Jennifer Brock, Associate Professor, Mechanical Engineering and Interim Associate Dean for Academics, College of Engineering

11:55-12:00 Closing Remarks

Please be sure to submit your individual and college/campus worksheets.
 Campuses can email them directly to Megan Carlson at macarlson@alaska.edu.

We will send a follow up *Qualtrics* survey asking each of you to rank the core competencies.

Thank you for your time today and for all you for our students!

Have a great summer!

2018-2019 Faculty Senate Academic Assessment Committee Members

Name and Unit	Name and Unit
Rachel Graham, Associate Professor, Mathematics (MSC) and Faculty Senate – <i>Co-Chair</i>	Albert Grant, Associate Professor, Occupational Safety and Health (CTC)
Kathi Trawver, Associate Professor, Social Work (COH) - <i>Co-Chair</i>	Annette Hornung, Assistant Professor, English (MSC)
Jonathan Bartels, Associate Professor, Secondary Education (SOE)	Deborah Mole, Professor, Library Science (LIB)
Scott Downing, Associate Professor, English (KPC)	Bill Myers, Professor, History (CAS)
Thia Falcone, Assistant Professor, Sociology (KOD)	Susan Kalina, Vice Provost (OAA) – <i>ex officio</i>

2019-2020 Faculty Senate Academic Assessment Committee Members

Name and Unit	Name and Unit
Rachel Graham, Associate Professor, Mathematics (MSC) and Faculty Senate	Megan Ossiander-Gobeille, Assistant Professor, Developmental Education (CTC)
Scott Downing, Associate Professor, English (KPC)	Vacant (CoEng)
John Duffy, Adjunct Instructor (CBPP)	Vacant (COH)
Thia Falcone, Assistant Professor, Sociology (KOD)	Vacant (PWSC)
Annette Hornung, Assistant Professor, English (MSC)	Vacant (SOE)
Joy Mapaye, Associate Professor, Journalism and Public Communication (CAS)	Vacant (Faculty Senate)
Deborah Mole, Professor, Library Science (LIB)	Susan Kalina, Vice Provost (OAA) – <i>ex officio</i>