

University of Alaska Anchorage Academic Assessment Retreat Summary

The retreat was held on Thursday, May 7, 2020 with ~80 faculty, staff, and administrators (including Provost Stalvey) participating. Many program assessment coordinators participated, as did some members of the university strategic planning committee.

Topics Covered



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.

Welcome and Overview

Susan Kalina, Vice Provost, Academic Affairs and Professor, Russian

- New Standards focus on student learning and student achievement
- UAA is finishing up year two of a seven-year cycle
- Mid-Cycle Evaluation report is due in summer 2021 with a site visit in Fall 2021

Conducted in the third year of the seven-year cycle, the Mid-Cycle Evaluation is intended to ascertain an institution's readiness to provide evidence (outcomes) of mission fulfillment and sustainability in the Year Seven. The Mid-Cycle Evaluation includes a visit by a team of evaluators to assist institutions in determining if the process of outcomes assessment will lead them to a successful Evaluation of Institutional Effectiveness self-evaluation and peer evaluation. (NWCCU website, pulled 5-6-2020)

NWCCU Standards - Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Faculty Senate Academic Assessment Committee - Peer Leadership, Support, Opportunities

Rachel Graham, Associate Professor, Mathematics and Chair, Faculty Senate Academic Assessment Committee

- Academic Assessment Committee of the Faculty Senate, its role and values
- The year in review, AAC plans for next year, and your role in those plans
- Where we are relative to what's going on nationally in assessment
- How implementing the Core Competencies will help us build on our strengths and move to the next level, e.g., connected to the individual student
- Let us know how we can help you!

UAA's Core Competencies - Now What?

*Terry Kelly, Associate Professor, Philosophy and Tri-Chair, Accreditation
Carrie King, Professor, Dietetics and Nutrition and Tri-Chair, Accreditation*

The Year in Review

Terry Kelly, Associate Professor, Philosophy and Tri-Chair, Accreditation

After a year of engagement with stakeholders across our campuses including multiple debriefings, open forums and surveys, the Accreditation Advisory Committee proposed the following Core Competencies and definitions:

Effective Communication

The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.

Creative and Critical Thinking

The knowledge and skills necessary for the critical exploration of issues, ideas, artifacts, and events in order to creatively design, evaluate, and implement a strategy to answer complex questions or achieve a desired goal.

Intercultural Fluency

The knowledge and skills necessary to promote effective and appropriate interaction in a variety of cultural contexts, particularly in terms of the diverse populations of Alaska.

Personal, Professional and Community Responsibility

The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

Core Competency Activity

Carrie King, Professor, Dietetics and Nutrition and Tri-Chair, Accreditation

Overview of the activity (Walk through the question and the instructions. The chat will be our archive of the conversation. What we hope to accomplish is to demonstrate that all of us can and many of us already are contributing to helping students meet one or more of the Core Competencies. We also hope the groups will benefit from the great ideas!)

Key Question:

Do you have an assignment, task, activity, or process that gets to the Core Competency as it is defined? Would you have to tweak it to demonstrate how it helps students meet the Core Competency? If so, how?

Activity

- 1) You have randomly been assigned to a Core Competency group.
- 2) The group should select a person who will facilitate the discussion, making sure folks get an opportunity to contribute. That same person will report out. The report out will be a high-level overview of the group's conversation with a few examples from different areas of the institution.
- 3) You will first take time to do some individual thinking about the key question above. Enter into the Chat your assignment, task, activity, or process as well as an artifact

from that assignment, task, activity or process that demonstrates meeting the Core Competency.

- 4) Group discussion.
- 5) Prepare report out.
- 6) Group reconvenes as a whole.

Summary on Breakout Group Discussions

Effective Communication Breakout Group

- Use program portfolio rather than/ in addition to individual assignments.
- Have students write a reflection of SLO at end of term.
- Presentations to industry/professional communities.
- Capstone on creative and critical thinking and communication followed by poster presentation.
- Public presentation of research findings for scholarly, professional, but also lay audiences.
- Developing interview skills

Creative and Critical Thinking Breakout Group

- “Ripped from the headlines” assignments—e.g. COVID 19 statistical comparisons with other pandemics.
- Integrated into professional practice—health treatment plans based on quantitative reasoning analysis of patient data.
- Assignments in which students contextualize ideas within historical context
- Scaffolding assignments so student identify and explore research interests in small stakes assignments and build to sustained critical analysis.
- Real life engagement with community partners in which students lead an organic dialogue.
- Use GER assessment for informational literacy.
- Bystander intervention exercise. Student explain marginalizing experience and class brainstorms and re-enacts event to arrive at best way bystander could have intervened.
- Assignments that focus on listening skills.
- Assignments that focus on unconscious bias or participation in unjust social practices.

Personal, Professional, and Community Responsibility Breakout Group

- Workplace communication and interaction skills.
- Demonstrate ethical and professional attitude/behavior. E.G. Leadership project in which students research ethical issue and propose leadership project to ameliorate it.
- Professional Practice courses
- Onboarding Assignments—developing onboarding plan for an organization based on its values and culture.
- Community engagement internships.
- Professional Internships.
- At some universities, hybrid internships with 3-4 months of traditional academic study, then with 3-4 months applied internship. Student go through one each year.
- Career fair run by students who reach out to community/business partners.
- Fine art public performances and exhibits.
- Accounting—justice for fraud victims.

Intercultural Fluency Breakout Group

- Assignments that aim at cultural expectations within the profession.
- Assignments that focus on working with cultural diversity within the professional context.
- Ethics training and assignments focusing on cultural diversity/respect.

Core Competency Theme for Next Year?

Rachel Graham, Associate Professor, Mathematics and Chair, Faculty Senate Academic Assessment Committee

- As a best practice, the group is considering piloting one Core Competency next year. If the institution were to focus on one Core Competency as a pilot next year, which one would you choose? **Please vote.**

Results:

Effective Communication	30%
Personal, Professional and Community Responsibility	30%
Creative and Critical Thinking	20%
Intercultural Fluency	20%

Run-Off for Top Two Options:

Personal, Professional and Community Responsibility	62%
Effective Communication	38%

Next Steps and Closing Remarks

Terry Kelly, Associate Professor, Philosophy and Tri-Chair, Accreditation

Over the summer we will work on approaches to assessing the Core Competencies, so we can hit the ground running in the fall. We will send updates out throughout the summer, and we will bring the plans to the **Assessment Seminar/Accreditation Party on September 18 (tentative date)**.

Dan Kline, Director for General Education and Professor, English

Possible opportunity in the fall for faculty to participate in the **AAC&U Value Rubric Scorer Training** - let us know if you are interested!

[UAA Accreditation Website](#)

2019-2020/2020-2021 Faculty Senate Academic Assessment Committee Members

Name and Unit	Name and Unit
Rachel Graham, Associate Professor, Mathematics (MSC) and Faculty Senate, <i>Chair</i>	Bill Myers, Professor, History (At Large)
Joy Chavez Mapaye, Associate Professor, Journalism and Public Communication (CAS)	Tom Ravens, Professor, Civil Engineering (CoEng)
Tom Dalrymple, Associate Professor, Accounting (KPC)	Carri Shamburger, Assistant Professor, Dental Hygiene (Faculty Senate)
Thia Falcone, Assistant Professor, Sociology (KOD)	Vacant (CBPP)
Christopher Gardiner, Assistant Professor, Quantitative Studies (CTC)	Vacant (COH)
Greg Hartley, Assistant Professor, Writing (At Large)	Vacant (PWSC)
Annette Hornung, Assistant Professor, English (MSC)	Vacant (SOE)
Grace Leu Burke, Assistant Professor, Medical Laboratory Science (Faculty Senate)	Susan Kalina, Vice Provost (OAA) – <i>ex officio</i>
Deborah Mole, Professor, Library Science (LIB)	