

**2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 10/14/2021

Submitted by: Benjamin Rush, Assistant Professor, blrush@alaska.edu

Program(s) covered in this report: Outdoor Leadership AAS

(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

If you selected "Other" above, please identify. *(100 characters or less)*

College: Other

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Specialized accrediting agency (if applicable): Select Specialized Accrediting Agency or N/A.

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

I hope my students would say they had many opportunities to develop proficiency in personal, professional and community responsibilities. We provided courses that helped challenge students both physically and mentally. Our internships have provided

professionals from the field to help develop student work ethics. It has been very successful.

Community Responsibility: Each student has to complete 10 hours of service toward any volunteer organization in Valdez.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** Yes No

If yes, please briefly describe. (500 characters or less)

My volunteer program. Students are encouraged to volunteer at least 10 hours for each class for the semester to the community. In the past, students have volunteered at the senior center, Advocates for Victims of Violence, Valdez Adventure Alliance, Parks and Recreation and even giving blood. Students work with a supervisor and they must write a one page reflection paper on their experience. There is paperwork to be completed by the supervisor as well.

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?** Yes No

If yes, please briefly describe. (500 characters or less)

I think our program is off to a great start. Our internships are a vital link to what students will be doing in the future. We have opened new agreements with agencies who could possibly offer students jobs after they have completed their internships. Internships help students develop both personal and professional. Internships provide a foot in the door that couldn't occur otherwise. It creates networking with permanent staff that our students can connect and learn.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

- 1) Evaluate their personal readiness for leadership through reflection on the synthesis of their course experience and by communicating leadership behaviors verbally and in writing. - Met Faculty expectations.
- 2). Explain the benefits of outdoor recreation for individual and community well-being-Met Faculty expectations.
- 3) Evaluate risks associated with outdoor activities and identify methods to reduce and/or mitigate those risks.-Met Faculty expectations.

- 4) Demonstrate proficiency in technical backcountry skills necessary for outdoor recreation professionals in the student's areas of interest-Met Faculty expectations.
- 5) Demonstrate proficiency in event/trip/field excursion planning and hosting.- Met Faculty expectations.

3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

Since coming to PWSC, I have incorporated several techniques to help in the assessment process. First, I have used class evaluations to evaluate classes. We have students fill in evaluation forms after each class and it gives the faculty the student's opinion of the class. We have received some great feedback from students.

Second, as stated before, students are required to complete 10 hours of volunteer time. This volunteer helps students realize the benefits of working with the community.

Third, I had my students voluntarily attend the Wilderness Risk Management Conference (WRMC) which was online this year. It is the largest conference for risk in the world. The conference has many sessions that we were able to watch online.

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

For SLO number 1, feedback is necessary for student growth. We do incorporate the Leader of the Day (LOD) for practical leadership experience, but more time can be spent on reflection. For SLO number 2 and 3, I have observed students' behavior in the field in conjunction with what they have learned in class. There is a gap between what is learned in the classroom and the retention to the field. There needs to be more time spent in the field to help solidify what they have learned in class. SLO 4 and 5. We need to add a second part to each skill level. At this time most skill classes are 1 credit. A one credit class is equal to one 3-day weekend. 3 days in the field is not enough time to learn even the basics of skills.

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)

1. Continue student evaluation forms after each class for student feedback. 2. Faculty needs diversity. We can't have one teacher teaching everything. The program has started to hire more adjunct professors to add to the diversity in teaching and different exposure for students. I have added 3 new adjunct faculty to our program. 3. The addition of new classes. We have added capstone, Leisure and Society, Kayaking 2, Science, GIS and Packrafting. 4. Internships. Provide more internships and professional connections with outdoor professionals. 5. More 2 credit skill

classes. These 2 credit classes need to be taught to help students learn skills that they have already acquired. Currently, only one weekend is required for a one credit.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY21.

If you checked "Other" above, please describe. (100 characters or less)

7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)

1. Course Curriculum changes. We have added 5 new classes to our program. Our classes are full and have a waiting list.
2. Certifications. We have Leave No Trace and Wilderness Education Association certifications for students. These certifications provide standards for students developed by professional organizations. The certifications provide specific training and sets the students up for a solid foundation in the beginning of their outdoor path.
4. Degree Requirements. Students are required to have a capstone as part of their graduation requirements. Students participated in their first capstone this year. We only had 6 students because two had to drop out due to COVID. We have 12 students enrolled for next spring semester.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to

Metric	Definition	Rationale
		programs and services designed to mitigate gaps in achievement and equity.

9. **Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

This year we had our first student continue his path toward his bachelor's degree. He is now attending the University of Alaska at Juneau. He graduated with his associates in 2021. He also was an intern at the Bureau of Land Management for 2 summers.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)**
The program has done well in identifying specific opportunities for improvement in student learning, including potentially significant curriculum revisions. The inclusion of national certifications embedded in the program is a nice example of one change that can benefit student learning and provide an assessment tool for the program. Internships, service learning and community-based learning are all high impact teaching practices (HIPs). The program has identified expansion of these instructional strategies as an opportunity for improvement. The program is encouraged to identify specific strategies to assess the impact of expanding this element of the curriculum.
2. **Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)**



Dean's signature:

Kendra Steele

Date: 12/23/2021