

CEC Standard 4.0 Assessment PSLO #1: Utilize a variety of assessments to identify specific areas of student strengths and weaknesses and use the results to guide instruction.							
CEC KE 4.1 Use formal and informal assessments	67%	2.23	1	4	2	3	5
CEC KE 4.2 Use knowledge of measurement principles and practices to interpret assessment results and guide decisions	87%	2.40	2		3	4	6
CEC KE 4.3 Use multiple types of assessment information in decisions	100%	2.42			5	4	3
CEC KE 4.4 Engage individuals with exceptionalities to work toward quality learning and performance	95%	2.73		1	3	2	14
CEC Standard 5.0 Instructional Planning and Strategies PSLO #7: Critically analyze and apply principles of research.							
CEC KE 5.1 Consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences	100%	2.47			6	4	5
CEC KE 5.2 Use technologies to support instruction	100%	3.0					1
CEC KE 5.3 Augmentative and alternative communication systems and a variety of assistive technologies	100%	3.0					2
CEC KE 5.4 Use strategies to enhance language development and communication skills	75%	2.25		1	1	1	1
CEC KE 5.5 Develop and implement a variety of education and transition plans	100%	3.0					2
CEC KE 5.6 Teach to mastery and promote generalization of learning	100%	2.65			2	5	6
CEC KE 5.7 Teach cross-disciplinary knowledge and skills	89%	2.61	1		1	1	6
CEC Standard 6.0 Professional Learning and Ethical Practice PSLO #4: Apply the legal and ethical principles associated with special education.							
CEC KE 6.1 Use professional ethical principles and professional practice standards	100%	3.0					4
CEC KE 6.2 Understand how foundational knowledge and current issues influence professional practice	100%	3.0					1
CEC KE 6.3 Understand that diversity is a part of families, cultures, and schools, and can interact with the delivery of services.	100%	3.0					1
CEC KE 6.4 Participate in professional activities and learning communities	100%	3.0					1
CEC KE 6.5 Engage in activities such as advocacy and mentoring	100%	3.0					1
CEC KE 6.6 Provide guidance and direction to paraeducators, tutors, and volunteers	100%	3.0					6
CEC Standard 7.0 Collaboration PSLO #6: Develop and maintain an atmosphere of collaboration with teachers, parents, administrators, and paraprofessionals.							
CEC KE 7.1 Use the theory and elements of effective collaboration	100%	3.0					2
CEC KE 7.2 Serve as a collaborative resource to colleagues	100%	3.0					1

CEC KE 7.3 Use collaboration to promote the well-being of individuals	67%	2.5		1		2
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Scoring scale: 3 – Exceeds Expectation, 2.5 – Partially Exceeds Expectation; 2 – Meets Expectation, 1.5 – Partially Meets Expectation, 1 – Approaches Expectation

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)**

The faculty proposes to bring the assessment scores, instruments, and rubrics which are aligned with CEC Standards 4.1 and 7.3 to the program advisory committee meeting in Fall 2021 in order to have the committee review the information and make recommendations for how the program can improve our instruction in the areas of student assessment and collaboration.

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 - *Changes in program assessments*
- 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)**

Data is being collected this academic year to determine the effectiveness of these changes and will be reviewed in Fall 2022.

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	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

	<p>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></p>	<p>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 programs and services designed to mitigate gaps in achievement and equity.</p>
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- 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)**

100% of our candidates have passed the PRAXIS II licensure exam, which is required for certification in the State of Alaska.

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)**

I look forward to hearing / reading more on the follow-up discussions and actions taken / to be taken in the current academic year by faculty following the reviews and actions identified in #5 and #6 above, and by faculty related to #7 in the following academic year. Please do send me an updated report after these reviews have been held and processed.

I applaud and thank the program faculty and students for the 100% success (passing) rate for PRAXIS II exam.

- 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)**



Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive
Anchorage, AK 99508-4614
907.786.1050

Dean's signature:

A handwritten signature in blue ink, appearing to read 'Ed Smith', is written on a light-colored background. The signature is positioned above a horizontal line.

Date: 2-9-2022.