Academic Affairs
UNIVERSITY *of* ALASKA ANCHORAGE

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2022 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 moved 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 AY22 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."

Note: To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

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: 10/17/2022

Submitted by: Dr. Ginger Blackmon, Associate Professor of Educational Leadership, glblackmon@alaska.edu

Program(s) covered in this report: Educational Leadership MEd and Educational Leadership: Principal GC *(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: School of Education

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

Specialized accrediting agency (if applicable): Council for the Accreditation of Educator Preparation
   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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

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

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. *(500 characters or less)***
  Students in the Educational Leadership program apply the theoretical learning from core content in the internship experience to expand their skills and knowledge to promote personal flourishing, professional excellence, and community engagement. Specifically, students lead a year-long action research project at their school that builds personal and professional excellence and community engagement. At the project's culmination, interns reflect on effectiveness and long-range impact.

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. *(500 characters or less)***

B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

- **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)***
  We would hope that students would say they have multiple opportunities throughout their principal preparation training to develop proficiency in effective communication. Students would share their experiences building knowledge and skills in written and oral communication. Further, we hope that students would understand the link between the Education Leadership Disposition Assessment and the Professional Growth Plan as tools to support them in further developing and strengthening communication s

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. *(500 characters or less)***
  Two key assessments in the internship require students to demonstrate written and oral communication skills. The School Improvement/Capstone Project (Program Assessment #3 – Instructional Leadership Skills) is the major written paper that includes leadership philosophy, theories of action, a literature review, data analysis, and synthesis of the findings for the action research project. Learning from Program Assessment #4 – Leadership and Management Skills within a Field-Based Setting is an oral

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY22. 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.

   • Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. – Exceeded Faculty Expectations

   • Understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. - Exceeded Faculty Expectations

   • Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. - Exceeded Faculty Expectations

   • Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. - Exceeded Faculty Expectations

   • Engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. - Exceeded Faculty Expectations

   • Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. - Exceeded Faculty Expectations

   • Build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. - Exceeded Faculty Expectations

3. **Describe your assessment process in AY22 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)*

   The School of Education Advanced Program uses the Watermark Student Learning and Licensure (SLL) platform to collect assessments aligned to the Student Learning Outcomes, which are also aligned to the National Educational Leadership Preparation (NELP) standards. The SLL platform collects the data from the scoring rubrics and provides faculty with the ability to generate dynamic reports. The SLL reports allow for robust data analysis through various filter options.

   Educational Leadership faculty engage in a comprehensive data analysis of program completers in August each academic year. Additionally, faculty review several data sources and decision points markers throughout a student's program participation.

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4. **What are the findings and what do they tell the faculty about student learning in your program?** *(750 characters or less)*
   Faculty analysis of 2022 assessments (NELP-aligned) revealed that overall student mean scores were above 2.5, out of 3 (1 – Approaching; 2 – Meets; 3 – Exceeds Expectations) on all assessments.
   PA #3 – Effective Communication. All completers scored 2 or higher. This represents an increase in the average score for a second year, supporting previous focus on professional writing skills throughout the program. More candidates are scoring a 3 after implementing changes.
   PA #5 – Support Effective P-12 Learning Environments. Completers demonstrated high average scores on three of the six NELP components. The increase can be attributed to a focus on in-person and social-emotional learning by school personnel resulting from the pandemic.

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)*
   As a result of the data analysis, the faculty made two recommendations for program improvement:
   1. Enhance teaching and learning around the Teacher Evaluation process, providing experiences observing instruction using a framework. Considering videos and calibration modules from Danielson and asking spring mentors to share modules with interns and provide instructional observation experiences.
   2. Although the overall scores on PA#6 are higher than previous assessments, faculty recognize a continued need to update the case student for this assessment. Faculty will select a new case study next academic year as The Sparrow Case study does not align with the Family and Community Engagement assessment.

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 AY22.

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)*
The Internship assessments (PA#3-#6), aligned to the NELP standards, have been used with three sets of candidates during the internship experiences (AY 2019-2020, AY 2020-2021 & AY2021-2022). Candidate scores across the NELP Standard/Components indicate that the past improvements positively impact candidates' level of mastery of essential content knowledge and professional skills. New program key assessments for content courses are currently in development and will be aligned with the NELP standards.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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 across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

8. **PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.** Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.

Metric	Definition	Rationale
UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students in a course offered by a program	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses

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Metric	Definition	Rationale
division, undergraduate upper-division).	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. *Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.*	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 programs and services designed to mitigate gaps in achievement and equity.
ANNUAL RETENTION 1ST TO 2ND FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.*	Following the student from the 1st fall to 2nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE – GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.*	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

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)*

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?** *(750 characters or less)*
   Recent faculty assessment efforts include simplifying approaches, engaging stakeholders in new ways, and ensuring continued alignment with professional organizations and specialized accrediting bodies. This continued work will strengthen the assessment picture without compromising quality.

2. **What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies?** *(750 characters or less)*
   The Education Leadership program uses a high-quality systematic approach to reviewing assessments in conjunction with completer and stakeholder feedback to regularly update assessments and their respective evaluative tools. Their cyclical process allows faculty to distribute necessary work throughout each subsequent academic year and offer a responsive preparation of educational leaders.

Dean's signature: _____   **Date:** 1/16/2023