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: 10/11/2022

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: College of Health

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 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.

Academic Affairs
UNIVERSITY *of* ALASKA ANCHORAGE

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)***
We held the first annual Outdoor Leadership Conference. It was attended by PWSC, UAF, UAS and even APU. We had over 50 students attend. The conference was held in Valdez. Students gave presentations and workshops. Paul Twardock was our keynote speaker. Saturday afternoon was filled with outdoor activities led by students. It is our hope to continue next year.

- **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)***
I think our highlight for this year was our capstone project. For 6 months, students planned a sea kayaking trip from Whittier to Valdez. It was our second capstone, but very different from the previous year, so it was challenging. We had to work with the Bureau of Land Management and Forest Service to reserve our campsites and get permits on the Prince William Sound. We also partnered with BLM and FS in taking photos, campsite impact and camp improvement.

- **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)***
Community Responsibility: Each student has to complete 10 hours of service

toward any volunteer organization in Valdez. This has continued and students

have volunteered with organizations such as: Parks and Recreation, Valdez Adventure Alliance, Advocates for Victims of Violence and the Valdez Senior Center

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.

   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 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)*

   I have incorporated several techniques to help in the assessment process. We have students fill in evaluation forms after each class and it gives the faculty the students' 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, concerning faculty, I observe each adjunct half way through the semester. I let the instructor know that I will be visiting the classroom and observe their class. After the class is over, I sit down with the instructor and discuss their pedagogy and give them some advice about their class.

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. I spoke to an employer and he mentioned that our students need more time in the field because he noticed that our students weren't able to think outside the box or make decisions on uncertainty. It was a great observation

and I agree with him. I think the capstone can help with this because so many issues can arise that need attention and the answer is not always in the book. SLO 4 and 5. We have made changes in this because our bigg

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. I added another new adjunct faculty to our program who was one of our students.
3. The addition of new classes. We did add several classes last year, and has proven to be successful because they were full. Internships. Provide more internships and professional connections with outdoor professionals.

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)*

1. Course Curriculum changes. We have made major changes to our curriculum again.
The Capstone is now registered as KIN 296, We had required that students take at least one science course from a list of 3 that we feel our necessary for our program.
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. This has continued.
4. Degree Requirements. We have initiated an undergraduate certification. Not all of us are academic so we have a one year program that has started

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-division, undergraduate upper-division).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate 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	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

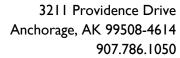| Metric	Definition	Rationale
	trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. *Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.*	course itself, including, among other things, the use of high-impact pedagogical practices, appropriate 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)*

This year we had our first student continue his path toward his bachelors degree. He is now

attending the University of Alaska at Juneau. He is still attending UAS and will be in Valdez this fall presenting at the OL conference.

We also have our first graduate student hired as an adjunct professor. He was one of our exemplary students. He came here 3 years ago, he was a teaching assistant and after graduating, became our first student to be an adjunct professor.

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)*
   The program has done well with using past assessment findings to incorporate program changes. In particular, the program's heavy emphasis on community engagement is exemplary. The program has also articulated a strong connection to industry need and the skills graduates need to be successful in the industry. The program is encouraged to continue with the very tangible use of assessment data to strengthen the program and meet workforce demands and student expectations.

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)*
   A significant strength in this program's assessment process is the multiple mechanisms for collecting feedback/assessment data. The program director is commended for routinely observing adjunct faculty and providing them guidance and support as needed to ensure program goals and objectives are met and their development is supported. As noted above, the community engagement activities are excellent and strongly support UAA core competencies.

Dean's signature: _____ **Date:** 1/10/2023