



3211 Providence Drive  
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**2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM**  
**(Due October 15 to the dean)**

**PROGRAM SECTION (Due to the dean on October 15)**

**Submission date:** 10/15/2021

**Submitted by:** Krista James, Ph.D., Special Education - Program Lead, kpjames@alaska.edu

**Program(s) covered in this report:** Special Education GC/MEd

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:** Also recognized by Council for Exceptional Children (CEC) [Specialized Professional Association (SPA)]

**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.***



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- **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)**

Last year's report noted that we use the Dispositions of Online Learners Assessment (DOL) in the first course of the program. The DOL evaluates personal and professional responsibility in learning. During advising, the student and advisor review the self-assessment results and develop student goals. In their final course, students post-assess to measure progress. This process was implemented AY21-22, and data will be reviewed by faculty and the program's advisory board in 2023.

- **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) N/A**

**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 would hope that they would say throughout the program since each course, its content, and its assessments are aligned to the Alaska Cultural Standards (ACS) and Council for Exceptional Children's Advanced Teacher Standards (CEC).

- **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)**

We promote this core competency throughout the program. All courses and assessments align with Alaska Cultural Standards (ACS) and Council for Exceptional Children's (CEC) Advanced Teacher Standards. The ACS alignment promotes community engagement and cultural competence. The CEC alignment assures that students develop personal and professional excellence to be successful in the field. Key assessments for CAEP accreditation show how each student performs on individual standards and indicators.

**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.***



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1. Utilize a variety of assessments to identify specific areas of student strengths and weaknesses and use the results to guide instruction. - Met Expectations
2. Individualize instruction to meet the specific needs of students with disabilities in inclusive settings. - Exceeded Expectations
3. Support and promote inclusiveness and equity for students with diverse cultural and ethnic backgrounds. - Exceeded Expectations
4. Apply the legal and ethical principles associated with special education. - Exceeded Expectations
5. Promote a positive social environment for all students, particularly those with significant emotional and/or behavioral disorders. - Exceeded Expectations
6. Develop and maintain an atmosphere of collaboration with teachers, parents, administrators, and paraprofessionals. - Met Expectations
7. Critically analyze and apply principles of research. - Exceeded Expectations
8. Demonstrate literacy regarding theoretical perspectives associated with human development and learning. - Exceeded 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 program utilizes seven key assessments that are embedded into coursework throughout the program to measure student performance on CEC Standards, Students Learning Outcomes, and CAEP Standards. Students submit these assessments to Via where program faculty score individual assessments. Yearly, faculty uses Via to run reports to determine how students are performing on each standard. This data is reviewed by the program's advisory board and they create goals and action steps for moving forward into the next academic year.

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

A total of eight candidates were assessed across six assessments. Scores demonstrated that 90% of candidates met or exceeded expectations on all indicators with one exception. Candidate performance on CEC KE 4.1 Use formal and informal assessments indicates a need to review data with the program advisory board for review and discussion.

Scoring scale: 3 – Exceeds Expectation, 2.5 – Partially Exceeds Expectation; 2 – Meets Expectation, 1.5 – Partially Meets Expectation, 1 – Approaches Expectation. Of the 28 indicators assessed, only two illustrated a distribution of 1-3, four ranged from 1.5-4, nine illustrated a distribution of 2-3, and 10 ranged from 2.5-3. Candidates performed at a 3 on the remaining three indicators.

**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**



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**changes were made, please explain that decision. (750 Characters or less)** Yes, the faculty proposes to bring the assessment scores, instruments, and rubrics which are aligned with CEC Standards 4.1 to the program advisory committee meeting in Fall 2022 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.

## 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)** Changes in program assessments

**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 2023.

**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.**

**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**



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**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)**

- 1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (750 characters or less)**

While only one indicator assessed by the Special Education program demonstrated a significant area of weakness, the distribution of candidate scores might also be added to the agenda for advisory committee discussion. Candidate performance on Standards 1 and 4 demonstrated the greatest variance and may warrant course content changes.

- 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 post-graduate success shared for the Special Education program highlights the tremendous support and scaffolding provided through the program to prepare future educational leaders. Candidates in preparation programs often view the PRAXIS II exam as a barrier to completion.

Dean's signature:

A handwritten signature in blue ink, appearing to be 'DS' followed by a stylized flourish. To the right of the signature is a blue rectangular box containing the letters 'DS' and a handwritten '10'.

Date: 1/23/2023