

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).



3211 Providence Drive
Anchorage, AK 99508-4614
907.786.1050

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: 10/15/2021

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

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

(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: 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.*

- **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.

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 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.

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 trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. <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 programs and services designed to mitigate gaps in achievement and equity.

Metric	Definition	Rationale
ANNUAL RETENTION 1 ST TO 2 ND 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. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Following the student from the 1 st fall to 2 nd 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. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	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)

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 uag_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.



321 I Providence Drive
Anchorage, AK 99508-4614
907.786.1050

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 is written over a horizontal line. To the right of the signature is a blue digital stamp box containing the letters 'DS' and 'TD'.

Date: 1/23/2023