

**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: 10/7/2022

Submitted by: Karen L. Gallagher, Speech-Language Pathology Program Director klgallagher4@alaska.edu

Program(s) covered in this report: Speech Language Pathology PBCT

(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: N/A

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 were required to write a reflection on the impact of a sudden hearing loss on their stage in life. They must provide specific examples of impact on their own family, relationship, vocation and recreation. Although students made some thoughtful observations, many missed the opportunity to connect hearing loss to their personal circumstances. Future iterations should more clearly direct students to personalize the assignment so that they may gain awareness and empathy about 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)**

I had the opportunity to formally present on professional topics, write formal papers in APA format, engage in informal discussion boards with peers, and develop public service announcements across multiple communication disorder topics and across multiple courses in the program. I learned to present and write with a professional tone and to present and write with a family-friendly tone. These skills will serve me well as a future SLP.

- **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)**

The research paper on hearing or vestibular disorders, and the discussion board reflection on adult acquired hearing loss provide students with opportunities to write about hearing loss in a formal paper and in a personal reflection. These two assignments directing the students to communicate about hearing loss across two formats and contexts, each requiring a different tone, one formal and one personal.

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.

Formative Assessments:

1. Identify anatomical structures and physiological processes that support the communication and swallowing processes - Met faculty expectations
2. Describe the role of the systems of respiration, phonation, and articulation/resonance in the production of a spoken word - Met faculty expectations
3. Identify milestones in normal speech and language development - Met faculty expectations
4. Identify common disorders that affect the ability to communicate and/or swallow - Met faculty expectations
5. Discuss the impact of culturally and linguistically diverse backgrounds on speech and language development and difference vs. disorder - Met faculty expectations.

Summative Assessments:

1. 90% of post-bac graduates will meet the criteria for admission to an ASHA CFCC accredited Master's Degree program in Speech-Language Pathology - Exceeded faculty expectations
2. 90% of post-bac graduates who are accepted into an ASHA CFCC accredited Master's Degree program in Speech-Language Pathology successfully complete the program. - 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)

Course-based key assessments which comprise the formative assessments are administered in the post-bac courses (EDSL A301, EDSL A302, EDSL A303, EDSL A401, EDSL A402, EDSL A403, EDSL A410, and EDSL A411). The instructors of the courses score the assessments and record the results. Program faculty review and analyze the formative key assessment results as part of an annual program assessment cycle. Program faculty will review the transcripts of students who complete the post-bac to determine if they meet the identified academic criteria for acceptance into graduate study. Exit and follow up interviews and/or questionnaires will be utilized to determine if they are in fact accepted into and graduate from an accredited Master's degree program.

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

Findings of formative assessments indicate that students are meeting the student learning outcomes. These learning outcomes are essential in preparing students for graduate school, which is

the purpose of the post-bac program. Students completing the program are eligible for acceptance to graduate programs and are accepted at high rates (above 90%) by maintaining above a 3.2 GPA. Once accepted, students complete graduate programs at high rates (100% graduated). The summative assessments tell us that the post-bac program prepares students for acceptance into graduate school and provides them with the strong foundation needed to complete their graduate school programs. However, fewer than half of the students are applying to grad school.

- 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)**

No changes to the post-bac program are indicated as student success among those who complete the post-bac program and who are accepted to graduate school is evident in the program based on the key assessments. However, a low rate of application to graduate school is noted. Given this low rate, and based on follow-up and advising interviews, it is clear many students are attempting to use the post-bac program to attempt to gain licensure as an SLP Assistant (SLPA). A preprospectus has been put forward to initiate an AAS degree for SLPAs. Separating programs will allow students to have a more targeted education and may result in a greater proportion of students taking post-bac courses to apply to graduate schools upon completion.

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)

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

Metric	Definition	Rationale
		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 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)

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_ooo@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's assessment process was able to draw out the demand for a different program, the SLP Assistant which has contributed to justification for the pending AAS in SLPA. As the program noted, this is important as it will allow delivery of a curriculum that meets that specific career goal. The program is encouraged to continue with its strong assessment process, including how UAA core competencies are interwoven in the curriculum.

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 program is commended on its excellent outcomes in students being accepted to, and successfully completing, graduate school which is the primary goal of the post-bacc. The program is recognized for providing discipline-relevant assignments and activities to support student achievement in core competencies. The thorough and specific assessment of these, including when student performance didn't quite meet the intent, is valuable for making program improvements.

Dean's signature:



Date: 1/9/2023