

UAA Academic Assessment Report Summary | Academic Year 2023

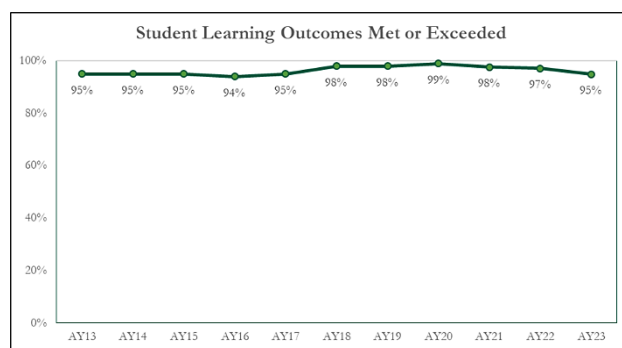
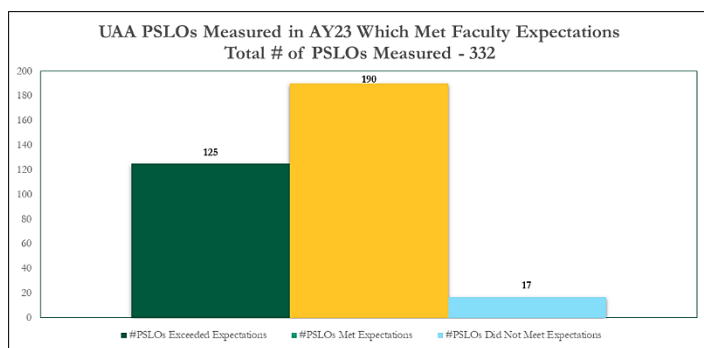
Academic assessment at UAA recognizes the central role of faculty in assessing student learning with the goal of improving student learning and student achievement. Program faculty conduct assessment activities according to an approved Academic Assessment Plan, which can include more than one degree or certificate. Program faculty meet to discuss the assessment results and to make recommendations for improving student learning, the program, and/or the assessment process itself. In addition to immediate assessment and improvement efforts, faculty reflect on how well past improvements are working, and recommend changes where needed. The results of these discussions are submitted in the Biennial Academic Assessment Report, which moves to the dean's level, and the dean provides feedback for consideration by the programs.

This was the first year of a shift from an annual to a biennial process. The newly implemented two-year cycle is designed so that programs assess student learning one year, and the next year faculty report, reflect, and implement improvements. The shift is meant to allow programs more time to reflect on assessment results and to implement their recommended improvements. It responds to concerns about faculty workload, as well as the unexpected consequences of too many changes to the curriculum, and arose from recommendations that came from an *ad hoc* subcommittee of the Faculty Senate Academic Assessment Committee, as well as from the academic deans. As with the annual process, a program does not have to assess every learning outcome every year. However, the program must assess all of its program student learning outcomes within a seven-year period, that is, by the time the program is scheduled for its next regular Board of Regents mandated Program Review.

Seventy-two reports were submitted in academic year 2024. The below summarizes high-level information about student achievement of the student learning outcomes and the kinds of improvements programs made.

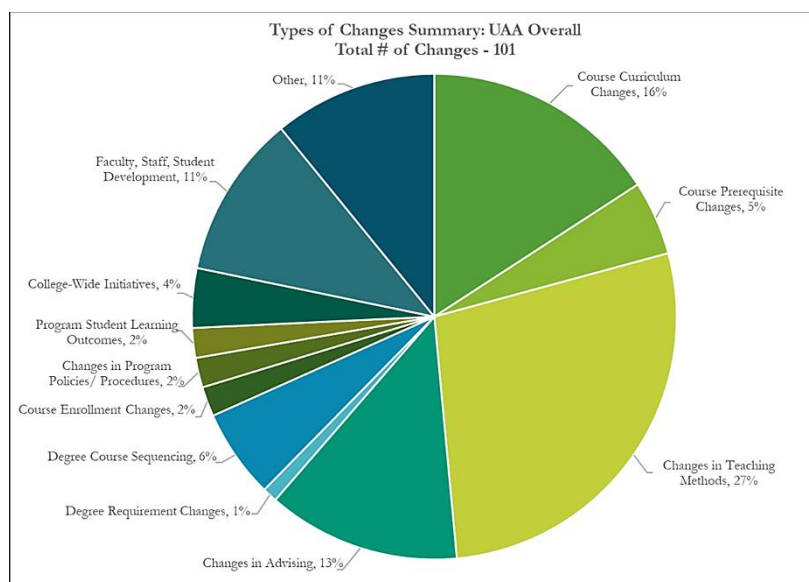
Student Achievement of Program Student Learning Outcomes

Out of 332 program student learning outcomes measured, students met or exceeded expectations for 95% of the outcomes, which is consistent with past reporting. The learning outcomes for which students did not meet faculty expectations are in seven programs, all of which put forward recommendations to improve student learning in these outcomes.



Types of Program Improvements Resulting from Assessment Data

The ultimate goal of academic assessment at UAA is to provide information for improving teaching and learning. Out of the 72 assessment reports, 78% indicated making changes as a result of assessment efforts. The 101 program improvements break down as shown below. Course curriculum changes and changes in teaching methods have consistently been among the top improvements since AY13.



General Education Assessment

Continuing a long-established process, UAA faculty also assess the learning that occurs in general education. The General Education Council, a relatively new council implemented by the Faculty Senate in AY23, now oversees that assessment and has intentionally aligned the assessment of general education with the assessment of UAA's four core learning competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; Personal, Professional, and Community Responsibility). In this way the assessment of general education provides a direct assessment of the core competencies. This complements the qualitative assessment through a graduate exit survey and the National Survey of Student Engagement (NSSE) used in UAA's accreditation efforts.

This year, the General Education Assessment Working Group reviewed the general education outcome "Communicate effectively in a variety of contexts and formats." See the posted report for further information.