



3211 Providence Drive
Anchorage, AK 99508-4614
907.786.1050

REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 1/4/24

Assessment Plan covered in the report: Outdoor Leadership, AAS

College: College of Health

Campuses where the program(s) is delivered: ☐Anchorage ☐KOD ☐KPC ☐MSC ☐XPWSC

Submitted by: Benjamin Rush, Assistant Professor, blrush@alaska.edu

After responding to the questions below, 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.

1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet 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.

2. Describe your assessment process in AY23 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. (1000 words or less)

The strength of our program undeniably lies in our exceptional faculty. With a team of 10 dedicated

adjunct faculty members from Valdez, we have created a learning environment that is truly unique. The decision to draw our instructors from within our community is not only a reflection of the wealth of gifted individuals in Valdez but also a testament to our commitment to maintaining the authenticity and close knit nature of our program. We firmly believe that our students benefit from the personal and direct interactions with these local experts. By keeping our faculty local, we ensure that our students receive an education deeply rooted in our community's values and identity, and this sets us apart from the traditional approach of hiring.

3. What are the findings and what do they tell the faculty about student learning in your program?
(1000 words or less)

Field experience is crucial for our program. It's important to acknowledge that the majority of our students may not continue on to complete a traditional four-year degree. Therefore, the two short years they spend in our program are invaluable in terms of skill development through hands-on experiences in the great outdoors. To meet this need, I've been working diligently to expand our course offerings, ensuring that our students have ample opportunities to immerse themselves in fieldwork. This approach aligns perfectly with our program's mission to equip students with the skills and experiences necessary for a successful career in the outdoor industry, whether or not they pursue higher degrees.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Select Yes.

Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)

The faculty's primary concern has revolved around the idea of offering longer or more advanced classes. As we've emphasized, field experience is integral to our program, and for most of our courses, three days are simply not enough to fully immerse our students in outdoor learning. There's a saying that perfectly encapsulates this challenge: "In a one-credit course, students learn enough to get themselves in trouble."

5. 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 AY23. *(If no options above were selected)*

If you checked "Other" above, please describe. (100 words or less)

6. 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. (1000 words or less)

1. Course Curriculum changes. We have made major changes to our curriculum again. We have added KIN A261, Packrafting and a new 6 day backpacking class.

2. Certifications. We have Leave No Trace 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.

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.

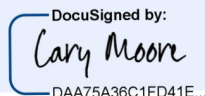
1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)

The AAS in Outdoor Leadership offers a valuable degree offering for students and emphasizes community engagement with recruitment of adjunct faculty from the Valdez community. The program has been diligent in establishing interesting field experiences for students. The program is commended for undergoing significant curricular changes this year in response to student and faculty feedback. Ongoing program assessment with organized and trackable data gathering will enable valuable feedback on these changes. Program assessment efforts could be strengthened by showcasing alignment between assessment measures and PSLO's (perhaps in a table or other format that can be submitted with this report in future years).

2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)

This program demonstrates value to the community, high levels of engagement from students and faculty, and a diligent commitment to program improvement. The program PSLO's are well aligned with UAA core competencies and the mission and vision of the University. The program continues to demonstrate a strong connection to industry and the successful employment of graduates in the workforce.

Dean's signature:

DocuSigned by:

DAA75A36C1FD41E...

Date: 1/5/24