

UAA Program Student Learning Outcomes Assessment Process

Assessment plans: All new program proposals must include an Academic Assessment Plan (AAP) that details the methodology for evaluation of faculty-approved Program Student Learning Outcomes (PSLOs), which are published in the UAA Academic Catalog. Some plans cover more than one program, for example, stackable credentials often have a single assessment plan. The plan is developed by the program faculty and submitted along with the proposed program curriculum through the regular curriculum process. The typical workflow is faculty initiator, department-level faculty review, college-level faculty curriculum committee, dean, Faculty Senate academic board (Undergraduate Academic Board or Graduate Academic Board) and Faculty Senate Academic Assessment Committee (AAC), Faculty Senate, and, finally, the Provost. New programs must then advance through the chancellor, to the UA System and then the Board of Regents for final approval. While any group in the curriculum process may review the AAP, it is the Faculty Senate Academic Assessment Committee that plays a major role in guiding the development of and reviewing assessment plans.

All existing programs have an assessment plan that was developed by the program faculty and submitted through the regular curriculum process, including a review by the Faculty Senate Academic Assessment Committee (AAC). Whenever a program makes changes to their program catalog copy, the Academic Assessment Plan is reviewed by the AAC. If the program changes are minor and the AAP has been reviewed recently, it is an informational item on the AAC agenda, and one committee member is asked to review the plan and report their findings to the committee. Programs are asked to update their AAP when significant program changes are made, and the Faculty Senate Academic Assessment Committee conducts a full review.

Approved Academic Assessment Plans are posted to the SharePoint site *IR-Reports*. All UAA faculty and staff have access to this section of the *IR-Reports* site.

Moving forward, the goal is to ensure the plans are ADA compliant and to post them directly on the Academic Assessment Committee's website, so they are fully available to internal and external audiences. It is expected to take 3-5 years to cycle all the plans through this process.

Assessment process: Each active academic program conducts continuous program assessment based on its approved Academic Assessment Plan (AAP). Programs are encouraged to keep their process manageable and meaningful. To that end, they are not required to assess every PSLO every year, but, rather, to focus, so that they can concentrate on closing the loop, making improvements and evaluating how well those improvements are working.

Each program identifies an assessment coordinator, who is responsible for ensuring the program is carrying out its assessment activities and for submitting assessment reporting. Having said that, it is the expectation that assessment is not the job of just one individual. In fact, the AAC has long underscored the fact that it is the conversations that faculty have around assessment that can be the most meaningful part of the process and the greatest impetus for improvements.

Assessment reporting: Programs report annually on their assessment activities.

By June 15, programs complete an Annual Academic Survey, developed by the Faculty Senate Academic Assessment Committee and administered by the Office of Academic Affairs. This survey captures high-level aggregate assessment information for publication in the *Performance Report*. An Annual Academic Assessment Survey Report, which includes institutional and college-level reports, is also produced from the survey results.

By October 15, faculty post Annual Academic Assessment Reports to the assessment section of the *IR-Reports* website. Faculty could choose to use a report template developed by the AAC, or they could use another format, as long as the report covered the required content.

Starting in AY17, the academic deans and community campus directors were asked to provide written feedback on the Annual Academic Assessment Reports. The deans chose the format for this written feedback. Some deans wrote a comprehensive review of all programs, e.g. the College of Arts and Sciences, while others wrote memos for each program, e.g. the College of Health, or incorporated comments directly into the programs' reports, e.g. the College of Business and Public Policy.

Adjustments Due to Expedited Program Review: In AY20, the process was adjusted due to Expedited Program Review. We have provided the December 2, 2019 Provost's memo outlining these changes. Programs were expected to conduct their regular assessment activities and to complete the Annual Academic Assessment Survey by June 15, 2020. We are providing both the AY20 Performance Report assessment page and the AY20 Institutional and College Level Reports, resulting from those activities. Due to the Expedited Program Review Process, two things were waived. The deans were not required to provide written responses to the AY19 Annual Academic Assessment Reports, although the College of Health chose to do so, and programs did not have to complete the AY20 Annual Academic Assessment Report.

Moving forward: In response to faculty concerns about redundancy of effort and the fact that most programs hold their substantive conversations around assessment early in the fall semester, the Office of Academic Affairs partnered with the Faculty Senate Academic Assessment Committee to develop a streamlined reporting process. Starting in fall 2021 there is one deadline for reporting, which is the standing October 15 deadline. There is now one reporting mechanism, a fillable form that all programs will use. The form integrates questions from both the Annual Academic Assessment Survey and the Annual Academic Assessment Report template. It also integrates questions about how the programs contribute to the new core competencies, and, starting in AY23, will ask the programs to examine one or more student success metric. The form also includes a section for the dean's feedback.

These changes streamline and standardize the process, ensure that programs articulate clearly their contributions to student learning in the core competencies, explicitly integrate student success into programs' improvement processes, and incorporate the deans' feedback.

Annual Assessment Conversations: There are two annual events that are an integral part of UAA's program student learning outcomes assessment process. The year starts with what had been called the Annual Academic Assessment Seminar, typically kicked off with a national speaker and designed to inspire faculty with new ideas and to provide a venue for showcasing UAA exemplars. Recently, the Seminar has been a venue for accreditation-related discussions about the core competencies and, this year, the student success metrics. Notably, this year's Seminar featured UAA examples of both integrating the core competencies across the institution and using disaggregated data to find and address equity gaps. The other annual event is the Annual Academic Assessment Retreat. The deans, community campus directors, and assessment coordinators attend the Retreat. Others are welcome to attend as well. Originally designed as a way to ensure the deans and programs were "closing the loop" on assessment, it, too, has become a venue where the institution is beginning to explore how it can integrate the core competencies and student success metrics into the broader work of the institution.