

## Possible Assessment Profiles, Mid-Cycle Accreditation Report

	AAS Accounting	BA/BS Mathematics	GER Writing Placement	BA/BS Anthropology (no interview yet)
What makes this program stand out in terms of assessment?	<ul style="list-style-type: none"> <li>• Associate's level</li> <li>• Collaboration and coordination across multiple campuses</li> <li>• Dovetails with BA in Accounting</li> </ul>	<ul style="list-style-type: none"> <li>• Uses eportfolios</li> <li>• Alignment between program outcomes, course outcomes, curriculum, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Foundational, institution-wide program</li> <li>• Robust example of data-driven assessment and program change</li> <li>• Significant change in student retention among most diverse students; example of institutional change related to equity</li> </ul>	<ul style="list-style-type: none"> <li>• Uses eportfolios</li> <li>• Changed program outcomes based on assessment findings; also rewrote to make more student friendly</li> <li>• Developed consistent approach to assessment across courses/program</li> <li>• Implementing alignment of program outcomes, course outcomes, and assessment</li> </ul>
How have they changed their program based on assessment data (assessment story)?	<ul style="list-style-type: none"> <li>• Noticed that students were struggling to complete accurate payroll tax and income tax forms</li> <li>• Confirmed that the issue was knowledge of forms and not something else (e.g., time management, etc.)</li> </ul> <p>Changes:</p> <ul style="list-style-type: none"> <li>• Communication with all instructors each semester to emphasize forms</li> <li>• Development of multiple examples for lectures and multiple opportunities to practice forms, rather than just single example and practice previously used</li> </ul>	<ul style="list-style-type: none"> <li>• Realized that portfolios weren't necessarily reflecting students' abilities, students weren't submitting artifacts from certain classes, and the program outcomes didn't match some of the basic expectations for communications in math (e.g., typesetting, math software, etc.)</li> </ul> <p>Changes:</p> <ul style="list-style-type: none"> <li>• Redesigned program outcomes to emphasize problem-solving and communication in relation to proofs</li> <li>• Added communications assignments to courses</li> <li>• Integrated eportfolios into program; introduced in Intro to Math Major class; each upper-level class emphasizes an artifact for the eportfolio</li> <li>• Currently rewriting course</li> </ul>	<ul style="list-style-type: none"> <li>• Previously, placement was based on a single test (Accuplacer); did not accurately reflect abilities of diverse students</li> <li>• Previous course structure lost a lot of students before they ever made it to GERs</li> <li>• Students were signing up for classes that built upon GER writing content but they were not ready</li> </ul> <p>Changes:</p> <ul style="list-style-type: none"> <li>• Developed Course Match Survey; offered to all students who place below ENGL A111; uses multiple measures including student input and a writing sample to place students</li> <li>• Developed ALP courses; more credits and support to take higher-level courses successfully; consolidated/removed courses to create a shorter preparatory sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Realized that some outcomes were difficult to assess separately and one outcome was actually combining two different things</li> <li>• Also realized that students needed to have developmental coursework about Alaska and the Circumpolar North to be successful on this outcome in later classes and overall in the program</li> </ul> <p>Changes:</p> <ul style="list-style-type: none"> <li>• Combined outcome about theoretical knowledge with disciplinary concepts and ideas</li> <li>• Added a requirement to take 200-level developmental course before taking upper-division courses</li> <li>• More emphasis on Alaska and the Circumpolar North</li> </ul>

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		outcomes to align with program outcomes	<ul style="list-style-type: none"> <li>• Students also meet with an advisor to choose the right courses at the right time</li> <li>• &gt;70% of students placed in higher-level course; much higher pass rate and retention rate</li> <li>• Students and faculty reported the placements were appropriate</li> <li>• ALP courses significantly boost pass rates</li> <li>• Students are more likely to take WRTG courses early</li> </ul>	
What data are included in program assessment?	<ul style="list-style-type: none"> <li>• Written papers, case analysis, group projects, quizzes, oral reports, practice sets, exams</li> <li>• Rubric used to evaluate assignment as having not met, met, or exceeds objective being measured; need 70% to meet standard</li> </ul>	<ul style="list-style-type: none"> <li>• Eportfolios (requirement for graduation)</li> <li>• Survey of graduates</li> <li>• 3rd party exit exam</li> </ul>	<ul style="list-style-type: none"> <li>• Placement: Accuplacer; Multiple Measures; IR Data</li> <li>• Survey of students and faculty about appropriateness of placements</li> <li>• WRTG GER courses: writing samples assessed by GER assessment committee</li> </ul>	<ul style="list-style-type: none"> <li>• Eportfolios (requirement for graduation)</li> <li>• Surveys of anthropological knowledge given at beginning of 200-level course (baseline) and at the end of select 200-, 300- and 400- courses</li> <li>• Exit survey, which includes demographic questions and questions about quality of the program</li> </ul>
How are faculty engaged in assessment?	<ul style="list-style-type: none"> <li>• Faculty complete rubrics to measure whether or not students met objective</li> <li>• Faculty coordinators from 3 campuses collaborate to process data and generate reports</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty committee evaluates eportfolios</li> <li>• Faculty rotate onto assessment committee every 3 years</li> <li>• Assessment coordinator compiles report</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty evaluate writing samples</li> <li>• Participate in conversations with administrators, advisors, testing staff about scaling multiple measures to all students</li> <li>• Helped design Course Match survey</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty committee evaluates portfolios</li> <li>• Assessment coordinator compiles report</li> <li>• Faculty designed survey tool about anthropological knowledge and exit survey</li> </ul>
Connections to Core Competencies?	<ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Community Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Creative/Critical thinking</li> <li>• Intercultural Fluency</li> <li>• Community Responsibility</li> </ul>

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Last Update? New or Old Assessment template?	2019, at least partially based on old template	2020, new template	n/a Multiple measures implemented in 2018	2019, new template Update in review