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 is moving 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.

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.
s in

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-   -

           -

For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).
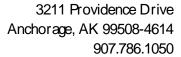
10/15/2021

Riza Brown, Assistant Professor, rlparsons@alaska.edu

Select program

If you selected
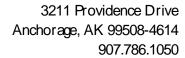
through a curriculum of rigorous industry standards judged by their peers and superiors and community engagement comes from interacting with a diverse group of diners,

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 AY21.

(100 characters or less)

(750 characters or less)

Our enrollment numbers are up, which show a positive reaction to changes we have implemented.

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.
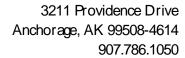
Metric	Definition	Rationale
	freeze files. Disaggregate as per accreditation.	focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate 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, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.	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 data can inform planning, decision-making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

(750 characters or less)