2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

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 moved 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.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

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. Rather use statements such as In AY 2 four program graduates were accepted to graduate programs in

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1. A.

If last year you provided your program's current or planned example of an intentionally

4. What are the findings and what do they tell the faculty about student learning in your program?

   Program Key Assessments (PKAs) 1-

☐ No changes were implemented in AY22.

If you checked "Other" above, please describe.

7. 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.
   The mean scores on program level key assessments demonstrate that students are meeting or exceeding the learning expectations. However, the need to update to the new 2018 TESOL standards allowed us to focus on the literacy needs of English learners in the state and thus we revised the program, with a new cohort starting in Summer 2022. We used data and analysis from the cycle of continuous improvement to inform the revisions to coursework and PKA's. For example, when our TESOL SPA accreditation feedback suggested a more robust connection between candidate preparation and P-12 student learning, we included a video inquiry strand in which candidates collect and analyze data and respond instructionally based on student need.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Student success depends on man aspects of a student s e perience On the academic program le el it can relate to correct placement, course sequencing, standardized pre-requisites across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

8. PROGRAMS ARE NOisio( )ʄJy2 792 1 01Ey0.000009 0 612 792 re W*ɦ BT 1 0 0 rg 1 0 0 RG 149.18 224.22 Td Ӻ4 11.0

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 campuses, the dean should consult with the appropriate community campus director(s) on the response, copy the appropriate community campus director(s) when emailing the response to the program.

1. Based on the program merits or strengths, one or what might... moving forward? (750 characters or less)

   As the program works on the upcoming Recruitment Plan, faculty also want to consider how to adjust the level of support provided without compromising program quality or completer satisfaction. There may be an opportunity for strategic plans in other graduate education areas to supplement or otherwise complement support.

2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)

   The Language and Literacy Education program uses a comprehensive approach to integrating field expectations (TESOL standards) with stakeholder feedback and student performance. The recent revisions to program learning outcomes, curriculum, and teaching methods demonstrate a commitment to student success.

Dean's signature: _____   Date: 1/16/2023