

**Assessment Plan**  
**for**  
**Associate Degree Programs**  
**at**  
**University of Alaska Southeast**

**Assessment Committee Members \***

**Juneau Campus:**

Christopher Hay-Jahans, Professor of Mathematics

Sherry Tamone, Professor of Marine Biology and Chair of Natural Sciences

**Ketchikan Campus:**

Colleen Ianuzzi, Associate Professor of Mathematics

**Sitka Campus:**

Jon Martin, Assistant Professor of Biology

\* See Section 5. The current members of this committee are temporary, being assigned to prepare an assessment plan for future use.

## 1 – Introductory Comments

In AY 2011-2012, Jill Dumesnil (Associate Dean of Arts and Sciences) and Priscilla Schulte (Ketchikan Director) were appointed co-coordinators of the Associate of Arts Program (AA), and the School of Arts and Sciences acknowledged responsibility for the program.

The first formal Associate of Arts Program self-assessment was conducted by Jill Dumesnil and Priscilla Schulte, and the report was submitted for institutional review at the conclusion of the 2014 academic year.

The recommendation of primary importance in the 2014 report was that an assessment plan for the AA program be developed, with specific student learning outcomes. The response to this recommendation of the review committee was:

*The AA degree is essentially indistinct from the GERs with carefully selected electives. As such assessment of the AA degree essentially amounts to assessment of the GERs. Therefore, the last recommendation concerning regular evaluation and assessment of GERs seems a prerequisite to developing a reasonable AA assessment plan.*

The Provost's Assessment Committee of General Education Learning Outcomes (PAC GELO) has developed and begun assessing GER Learning outcomes. Thus, the primary tool for assessing student learning in the AA program is in place.

It should be noted that the ultimate goal of both the UAS Associate of Arts degree program and the Associate of Science degree program is to enhance the ability of graduates of these programs to transfer seamlessly into baccalaureate degree programs.

For the afore mentioned recommendation and observations, the Associate of Arts and the Associate of Science degree programs have been placed under a single assessment plan.

## 2 –Mission Statements

The mission statements for the two degree programs can be viewed as being equivalent:

*The Associate of Arts (AA) degree, administered by the School of Arts and Sciences, provides a solid foundation in the core academic areas of mathematics, written and oral communication, the natural and social sciences, the humanities and fine arts. Through this, the AA degree prepares students for career advancements, for transfer to baccalaureate programs and for a better understanding of their world.*

and

*The Associate of Science (AS) degree, administered by the School of Arts and Sciences, provides a solid foundation in the core academic areas of mathematics, written and oral communication, the natural and social sciences, the humanities and fine arts. Through this, the AS degree prepares students for career advancements and for transfer to baccalaureate programs with an emphasis in the sciences.*

The core component of both of these degrees is the 34 credits of General Education Requirements for transfer to baccalaureate degree programs.

The remaining 26 credits, including 20 credits of 200 or higher level courses, allow students to take further courses suitable for their intended career/academic paths.

### 3 – Assessment Cycle

The Associate Degree Programs' assessment cycle will comprise of combined *Annual Reports* as well as Board of Regents (B.O.R.) required combined *Program Reviews*.

#### *Annual Reports*

Along with supporting material where applicable, these will be prepared and submitted according to the specified timeline. These reports will be approximately three pages in length and will contain information according to the template as established by the Provost's Office.

1. Overviews of the AA and AS degree programs. (source: academic catalog and past annual reports)
2. Student Learning Outcomes. (Source: PAC GELO)
3. Description of the data collection process (Source: PAC GELO)
4. Data on GELO SLOs and AA/AS transfers to BA/BS/BBA programs for the previous academic year (Source: PAC GELO and UAS Office of Institutional Effectiveness)
5. Evaluation/analysis of the data, as applicable to each program (AA and AS).
6. Possible future plans to improve student learning.

#### *Program Reviews/Self-Studies*

As per Board of Regent's Policy, are performed according to the timeline and process established by the Dean of Arts and Sciences and the UAS Provost's Office, see

[http://uas.alaska.edu/provost/program\\_review.html](http://uas.alaska.edu/provost/program_review.html)

Annual Reports for the Associate Degree Programs and reports provided by the UAS Office of Institutional Effectiveness data will serve as sources for self-studies.

### 4 – Assessment of Student Learning Outcomes

The Provost's Assessment Committee for General Education Learning Outcomes (PAC GELO) developed the following student learning outcomes.

- **Effective Communication:** *Communicate thoughts and ideas effectively, orally and in writing.*
- **Critical Thinking:** *Demonstrate comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.*
- **Creative Thinking:** *Present creative works of expression, innovative approaches to tasks, or solutions to problems.*
- **Empirical Reasoning:** *Articulate the scientific method and pose well-reasoned questions in the search for answers through data.*
- **Synthesis and Analysis:** *Use and extend theoretical concepts to qualitative and quantitative applications and problem solving.*
- **Environmental and Community Engagement:** *Use and extend Indigenous and global cultural perspectives with respect for diversity of people, the sustainable use of resources, and awareness of the environment.*

Rubrics for assessing the level to which UAS undergraduate students acquire these values (and satisfy the corresponding GELOs) were prepared by the PAC GELO to provide information about the level (*Beginning, Proficient, and Mastery*) of student learning.

A schedule for the annual assessments of GER student learning outcomes by the PAC GELO has been established. Data from these assessments along with appropriate (and available) UAS OIE

data on successful AA and AS graduate transfers to baccalaureate programs will be included in annual reports on student learning for the AA and AS degree programs.

## **5 –Assessment Committee of Associate Degree Programs**

Members of the Assessment Committee for UAS Associate Degree Programs will be appointed by the Dean of Arts and Sciences in consultation with the department chairs of the School of Arts and Sciences, and Ketchikan and Sitka Campus Directors. Appointment should be made with the following recommendations in mind.

1. At least 50% of the committee members should be selected from faculty members whose workload primarily comprises the teaching of GER courses.
2. The committee should comprise at least one representative from each of the broad academic areas: Humanities, Social Sciences, Natural Sciences, and Business.
3. The committee should comprise representatives from both distance and non-distance instructors.
4. The committee should be co-chaired by a representative from each of the three campuses.
5. The committee co-chairs should also serve on the PAC GELO to ensure

Additionally, as best as possible, any changes to this assessment plan should be closely coordinated with the PAC GELO to ensure continuity and consistency between the Associate Degree Programs and university-wide General Education Requirements.