

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.

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Rather, use statem

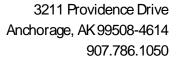
restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

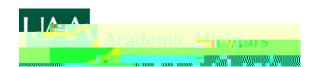
The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you w

For technical assistance with this form, email Academic Affairs (<u>uaa.oaa@alaska.edu</u>).

After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.







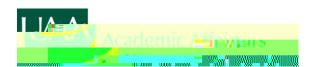
senior design. Upon graduation we would expect our students to have a solid foundation in electrical engineering, be able to communicate effectively, and work well in team based environments.

X

(500 characters or less)

(500 characters or less)

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5. Ability to function effectively on a team		4.00*	
 Ability to develop and conduct appropriate experimentation, analyze and interpret data 		4.33*	
7. Ability to acquire and apply new knowledge as needed, using appropriate learning strategies	3.19*	4.33*	

(750 characters or less)

Program Student Learning Outcomes are assessed in multiple ways.

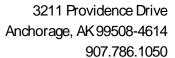
- a) Some assessments are carried out in individual classes by faculty. The assessment methods and data collection are recorded in the Annual PLSO Assessment Report, with samples of student work assessed. The results of these assessments are summarized in the prior table. Typically, every outcome is assessed in multiple classes each semester. Every Outcome is assessed at least once every two years in a course where objective observations can be made. In the 2020-2021 AY, several assessments were not conducted due to changes in class delivery or in one case, miscommunication between the Adjunct faculty member delivering the course and the Assessment coordinator.
- b) Data from the NCES Fundamentals of Engineering Exam are compiled for the calendar year performance as compared to the national average of all others who took the FE Exam. These results are presented as a deviation from the National Average. Results above the national

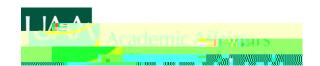
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group.

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(750 Characters

or less)

Outcomes assessed in the 2020-2021 cycle have led to no recommended changes of courses of action. During the 2021-2022 assessment cycle, every outcome has been scheduled to be assessed in at least two courses. This provides quantitative assessment data as in the 2020-2021 cycle, some outcomes were only assessed via the Graduate Exit Survey which is qualitative in nature. Continued monitoring of all seven outcomes is scheduled for each AY.

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