

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?	Collaboration and coordination across multiple campuses Dovetails with BA in Accounting	Uses eportfolios Alignment between program outcomes, course outcomes, curriculum, and assessment	Foundational, institution-wide program Robust example of data-driven assessment and program change Significant change in student retention among most diverse students; example of institutional change related to equity	Uses eportfolios Changed program outcomes based on assessment findings; also rewrote to make more student friendly Developed consistent approach to assessment across courses/program Implementing alignment of program outcomes, course outcomes, and assessment
How have they changed their program based on assessment data (assessment story)?	Noticed that students were struggling to complete accurate payroll tax and income tax forms Confirmed that the issue was knowledge of forms and not something else (e.g., time management, etc.) Changes: Communication with all instructors each semester to emphasize forms Development of multiple examples for lectures and multiple opportunities to practice forms, rather than just single example and practice previously used	Realized that portfolios artifacts from certain classes, and the program some of the basic expectations for communications in math (e.g., typesetting, math software, etc.) Changes: Redesigned program outcomes to emphasize problem-solving and communication in relation to proofs Added communications assignments to courses Integrated eportfolios into program; introduced in Intro to Math Major class; each upper-level class emphasizes an artifact for the eportfolio Currently rewriting course	Previously, placement was based on a single test (Accuplacer); did not accurately reflect abilities of diverse students Previous course structure lost a lot of students before they ever made it to GERs Students were signing up for classes that built upon GER writing content but they were not ready Changes: 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 Developed ALP courses; more credits and support to take higher-level courses successfully; consolidated/removed courses to create a shorter preparatory sequence	Realized that some outcomes were difficult to assess separately and one outcome was actually combining two different things 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 Changes: Combined outcome about theoretical knowledge with disciplinary concepts and ideas Added a requirement to take 200-level developmental course before taking upper-division courses More emphasis on Alaska and the Circumpolar North

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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