

Associate of Arts - General Program - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

Nanook Navigator's capability to easily export a list of majors has been central to our efforts to gather accurate data on current students. This capability to export an accurate list of majors has enabled us to improve advising practices related to updating assigned advisors in Banner, implementing advising campaigns, and becoming more knowledgeable about which students are registered each semester. Although the ability to easily export a list of majors has enabled us to progress toward strengthening advising processes, developing the ability to manage this list is essential. To provide the ability to manage this list, we have created a Majors tracking database in Airtable that enables us to track and manage advisor assignments and advising and registration processes each semester. In conjunction with Nanook Navigator, this tracking database will allow us to continue improving our advising practices and support students better.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

The Associate of Arts, General program requires students to complete the UAF General Education Requirements (GER), 35-40 credits plus 21 elective credits. Essentially, the AA, General program comprises the GERs that make up a student's first two years at UAF, and the learning outcomes and SLOA plan should align with the general education objectives and learning outcomes that have been defined for General Education Requirements.

The current learning outcomes and SLOA plan for the AA, General Program does not align with GER learning outcomes and needs to be revised. Updated learning outcomes and a revised SLOA plan have been attached.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

No significant changes have been made to UAF's GERs, and as a result, no curriculum changes have been made to the AA, General Program.
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Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

No change in majors, No change in degrees awarded, Decline in SCH

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

No equity gaps identified.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

Analysis of AA General Program student data is difficult because AA majors attend and complete GER coursework from every UAF campus, but the data provided within the dashboard only includes coursework offered through the CTC campus.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Other or None of these (explain)

Submission

Submitter & Collaborator Names

Keith Swarner

Submitter Email

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Strengthen advising practices

Explanation of Recommendations

You have made excellent progress in collaborating with other units (Nanook Navigator, Admissions) to gather accurate data on your current students. Please continue to work on this.

Student Learning Outcomes Assessment Feedback (tags)

Missing a direct measure

Student Learning Outcomes Assessment Feedback (narrative)

The SLOA is tied to Gen Ed assessment and an exit survey and attached the new plans. Also the program described that they have taken significant steps to track majors and improve advising, as recommended in the previous review. It would be good to see more discussion of how the program will connect with General Education.

Profile Feedback

Financial Feedback

Student Success & Equity Feedback

The program did not identify any equity gaps. The committee agrees that it is difficult to quantify because courses are not offered by the program itself, but it would be helpful to see some discussion of the tags that you have chosen.

High-Impact Practices Feedback

There are no high impact practices identified. While the committee recognizes that this program is unusual, please consider incorporating some, as they have been shown to increase student engagement and success.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Associate of Arts, General Program
 UAF Community and Technical College
 AY2022-2023

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
GOAL STATEMENT: The AA General program aims to provide students with post-secondary education at the associate level to enhance career opportunities and prepare for continuing at the baccalaureate level.	Build knowledge of human institutions, sociocultural processes, and the physical and natural world through the study of the natural and social sciences, technologies, mathematics, humanities, histories, languages and the arts.	The Faculty Senate General Education Requirements and Core Committee (GERC) developed criteria, rubrics, and assessments. Student perception of learning and achievement.	General Education Requirement (GER) assessment conducted and reported by GERC. AA, General Program graduate survey.
	Develop intellectual and practical skills across the curriculum, including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learning.	The Faculty Senate General Education Requirements and Core Committee developed criteria, rubrics, and assessments. Student perception of learning and achievement.	General Education Requirement (GER) assessment conducted and reported by GERC. AA, General Program graduate survey.
	Acquire tools for effective civic engagement in local through global contexts, including ethical reasoning, intercultural competence, and knowledge of Alaska and Alaska issues.	The Faculty Senate General Education Requirements and Core Committee developed criteria, rubrics, and assessments. Student perception of learning and achievement.	General Education Requirement (GER) assessment conducted and reported by GERC. AA, General Program graduate survey.
	Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions and responsibilities, and forming a foundation for lifelong learning.	The Faculty Senate General Education Requirements and Core Committee developed criteria, rubrics, and assessments. Student perception of learning and achievement.	General Education Requirement (GER) assessment conducted and reported by GERC. AA, General Program graduate survey.