Associate of Arts - General Program

Current Compliance Year: 2024-2025
Full review

Resources

Before completing this form:

- Review the resources available to assist you.
- The link in WorkZone directs you to your program's folder for this year's review, which includes:
  - A full copy of your previous report with the SLOA of record attached.
  - A folder with previous SLOAs as individual documents.
- The Resources folder contains:
  - Templates for creating or updating SLOAs.
  - Training materials from the SLOA and Program Review Training held in August.
- Additional tools and information can be found on the Academic Program Review Website.

If you have questions or concerns during this process, please reach out to mailto:uaf-accreditation@alaska.edu

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.

Strengthen advising practices

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.

Response to Previous Recommendations (if any):

Changes and a multi-year transition in program coordination have resulted in little further progress in gathering and analyzing data related to associate of arts students; however, a Coordinator of General Education and University Transfers position has been created and is currently in the process of being filled. Understanding this student population, tracking student progress through completion, and assessing student learning will be the responsibility of the person hired into this position.

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:

Missing a direct measure

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.

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

Assessment of the GER is one element of the program's SLOA plan. Below are the findings of GER assessment over the past two years.

- Related to building knowledge of human institutions, sociocultural processes, and the physical and natural world, students were able to apply knowledge to other fields of study or social problems that were beyond the scope of their course, but had difficulty with referencing how course ideas/concepts are produced or can be applied.
- Related to developing 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, students showed proficiency in understanding contextualized information and making appropriate choices based on that context. Students were able to provide sound reasoning and justification for their solutions to problems or inferences drawn from evidence. Students struggled with considering alternative viewpoints or integrating different perspectives into their analysis or communications.
- Related to acquiring tools for effective civic engagement in local through global contexts, including ethical reasoning, intercultural competence, and knowledge of Alaska and Alaska issues, students showed some ability to connect their actions to civic identity/duty/behavior. They demonstrated an ability to engage with new knowledge bud did not connect this to a larger community. The provided a one-sided view of the issues or incomplete views of multiple sides.
- Related to integrating and applying 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 dta was inconclusive. It showed a high variability in scores. Possibly due to the number of GER courses a student has taken.

The program has also revised its SLO statements to be more practical and measurable and it is also piloting a capstone class that will provide an in-depth exploration of study related to UAF's GER and AA learning outcomes and that will require students to build a portfolio of artifacts to demonstrate student learning. This class will be offered as part of a new cohort-based delivery model in which students will complete their associate of arts degree in one year. Student portfolios will be evaluated and assessed.

The program will also assess the capstone class's effectiveness related to the SLOA process. The program expects the combination of SLO statement changes, the capstone class it is piloting, and the addition of a program coordinator will result in a significant improvement in collecting and reporting student learning for the associate of arts program.

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:

The courses that make up the associate of arts degree are UAF's GER. The program does not have academic oversight of the GER or the individual courses that comprise it. This structure does not position the program to make curricular changes based on the assessment of its SLO.

As mentioned above, the program is in the process of piloting a capstone class aimed at providing an in-depth exploration of study based on UAF's GER learning outcome statements and improving the collection of assessment data for analysis of student learning. If successful, the program will take steps to make the necessary curriculum changes required to integrate the capstone into the degree.

Supporting Documents

Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

Updated SLOA?

If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

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. Please mark the appropriate box below.

Embedded:	
Not Embedded:	X

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

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.

Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence			**X**
Pass Rates	**X**		
Student Credit Hours			**X**
Majors			**X**
Degrees Awarded			**X**
Other Trends (Explain in narrative below)			

Equity Gaps

Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

The program reviewed and analyzed the student success data yet still struggles to identify any equity gap that may exist within the disaggregated student data.

Optional Data Explanation

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

None

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

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.

High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future, share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects		Research (Graduate Level)	

Collaborative Assignments & Projects		Writing-Intensive Courses	
Diversity/Global Learning		Publications	
ePortfolios		Communications	
First-Year Seminars & Experiences		Publications	
Internships		Scholarly Activities	
Service or Community-based Learning		Other (Please describe in box below)	**X**
Undergraduate Research			

Collaborative Assignments & Projects

None (see 'other or none' below.)

Undergraduate Research

N/A

Diversity/Global Learning

N/A

ePortfolios

None (see 'other or none' below.)

First Year-Seminars & Experiences

N/A

Writing-Intensive Courses

N/A

Service-Learning and/or Community-based Learning

N/A

Internships

N/A

Capstone Courses & Projects

None (see 'other or none' below.).

Other or None of these (explain)

The program is implementing a new cohort-based delivery model for the program in which students will complete their associate of arts in a year. Students enrolled in this delivery model will complete two courses every six weeks over nine six-week sessions. In each session, faculty will collaborate to create assignments and projects that cross disciplines.

The program is piloting a new capstone course that will provide an in-depth exploration of study based on UAF's GER and AA learning outcomes and require students to create a portfolio of artifacts demonstrating their learning related to the program's SLO statements, which are based on UAF's GER learning outcome statements.

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next review. Please carefully review the information below and make any corrections or updates as needed to ensure accuracy for the next program review cycle. If any sections are incomplete, please ensure that you provide the necessary information. This will allow you to start from an updated baseline when you revisit these elements in future submissions.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Financial Feedback

Feedback will be provided once you have completed a full review.

Previous Profile Feedback

Feedback will be provided once you have completed a full review.

Cost Effectiveness (250 Word Limit)

How does your department/program approach being cost effective?

UAF. GER courses are offered by home departments within UAF schools and colleges, rural campuses, eCampus, and the UAF Community and Technical College. Associate of Arts students are permitted to enroll in courses offered by any of these units. As a result, costs related to the delivery of the associate of arts program are distributed throughout all units delivering GER courses.

Specifically at UAF CTC, the program approaches cost-effectiveness by balancing course offerings and course enrollments. The program aims to offer all classes required to earn the degree at CTC while monitoring course enrollments to ensure, at a minimum, instructional costs are covered. Recently, the program was included in a Title III grant that was awarded to CTC. Funds for this grant will be used to hire a director that will be charged with tracking student enrollment, degree completion progress, and student learn outcomes. This position will also lead efforts arround student recruitment and strategies to aimed at increasing course enrollments, which will lead to revenue growth.

Program's Value to Mission (250 Word Limit)

The associate of arts program adds value to UAF's mission by educating and preparing students for future programs at UAF. The program serves students at the Troth Yeddah' campus, CTC campus, and all five rural campus at UAF. Throughout the courses offered across many UAF units, the program offers courses emphasizing the North and its diverse peoples.

The program helps UAF's ability to fullfill its mission and helps to increase the attainment of higher education in Alaska. It helps students complete their lower-division education requirements at UAF rather than through opportunities elsewhere and serves as a gateway to continuing baccalaureate programs at UAF.

Duplicative Programs (250 Word Limit)

The associate of arts program is offered at all three universities in the UA System. This degree is a general degree focused on the first two year's of study for a Bachelor's degree. Students who complete this degree will use it to continue their studies at the Bachelor's level at their respective universities or as a means to transfer to another institution to continue their studies.

Community or Other Partnerships (250 Word Limit)

The program does not have any specific community partners. The focus of this program is on the delivery of UAF GER courses and advising and supporting students in completing these courses.

Value of Service Courses (Optional) (250 Word Limit)

N/A

Post-Graduate Success (250 Word Limit)

N/A

Submission

Submitter & Collaborator Names

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UNIVERSITY OF ALASKA FAIRBANKS

Student Learning Outcomes Assessment Plan

Associate of Arts, General Program

UAF Community and Technical College

AY2024-2025

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.

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 (tags)

Address Equity Gap		Consider Curricular Revisions	
Develop Online Offerings/Options		Improve Time to Degree	
Increase Enrollment		Increase Graduates	
Increase retention/persistence		Strengthen Advising Practices	
May be asked to share Effective Practices	X	Recommendation to University-Wide Committee	

Explanation of Overall Recommendations (narrative)

Recommend separating 1 year program from review as they are quite different. Lack of data on student enrollment, graduation rates and other program information that would be beneficial to external reviewers. High impact practices related to the traditional two year pathway should be identified and described. Perhaps this program could benefit from a Chair or Associate Dean providing oversight and coordination similar to the proposed 1 year AAS. Would like to have more information provided about how the program is organized and delivered to improve the ability of the review committee to provide feedback and constructive recommendations. High impact practices from the new 1 year AA plan could be brought into the legacy program as they sound like student centric processes that would benefit everyone enrolled in AA courses. Opportunity for incorporating a course focused on Alaska Native/Indigenous topics/history/culture.

Student Learning Outcomes Feedback (tags)

Strong	X	Developing	
Requires Minor Revision		Requires Major Revision	

Student Learning Outcomes Assessment Feedback (tags)

Strong Alignment with SLOA Plan	X	Clear, Concise Presentation of Findings	
Compelling Learning Story		Missing a Direct Measure	
Missing Active Verbs		Missing Curricular Connection	
Missing Collaboration within Department			

Student Learning Outcomes Assessment Feedback (narrative)

Seemed to be a robust process for connecting learning outcomes to courses and content delivery.

Student Success & Equity Feedback (narrative)

Internally unable to find equity issues based on the data they reviewed. Could be beneficial to identify ways to create place-based learning opportunities and incorporate Alaska Native and Indigenous subject matter to improve connections with [redacted] demographics and create more equitable learning opportunities for [redacted] students across Alaska.

High-Impact Practices Feedback (narrative)

No high impact practices listed for traditional delivery of AA vs new modality of one year plan.

Profile Feedback

Mission-Centric to College and/or UAF	X	Unique within UA	
Collaborative with other UA Programs	X	Provides Job Placement for Graduates	
Strong Post-Grad Success for Students	X	Strong Service Teaching Component	
Strong Ties to Community or Industry			

Financial Feedback

High Tuition Revenues		High Grant Revenues	
Operates at Low Cost	X	Productive Faculty	X
Opportunities to Increase Revenue		Low Enrollment	