
CAPS = Additions

[[]] = Deletions

UAF
EVALUATION OF EDUCATIONAL EFFECTIVENESS
POLICY

In accordance with its mission, the University of Alaska Fairbanks has a continuing responsibility to review and improve performance of its students, faculty, and programs. The UAF therefore establishes the Educational Effectiveness Evaluation to describe the effects of curriculum, instruction, and other institutional programs. The process will be useful for curricular and institutional reform and will be consistent with UA Board of Regents Policy and institutional and specialized accreditation standards.

The university shall ensure the academic freedom of the academic community in the development and maintenance of this process.

THE DATA GATHERED AND SUMMARIZED AS PART OF THE EDUCATIONAL EFFECTIVENESS EVALUATION PROCESS SHALL NOT BE USED FOR EVALUATING INDIVIDUAL FACULTY. FURTHERMORE, NO STUDENT SHALL BE DENIED GRADUATION BASED SOLELY UPON INFORMATION GATHERED FOR THE EDUCATIONAL EFFECTIVENESS EVALUATION PROCESS.

EACH FACULTY MEMBER'S ACTIVITIES IN DEVELOPING AND/OR IMPLEMENTING PROGRAMMATIC AND INSTITUTIONAL EDUCATIONAL EFFECTIVENESS EFFORTS MAY BE SUMMARIZED IN THE INSTRUCTIONAL SECTION OF ANNUAL EVALUATIONS AND PROMOTION AND TENURE FILES.

Evaluations shall be conducted with regard to the following:

1) Student Information

Students shall be assessed upon entry to the university for purposes of course advising and placement, especially in mathematics and English, and for describing the gender, age, ethnicity, and previous education of students recruited, retained, and graduated over time.

2) Evaluation of the CORE Curriculum

Evaluation of the CORE curriculum shall include course assessment embedded within CORE courses as well as the assessment of students within upper division courses, especially oral and writing intensive courses. the assessment of students within upper division courses, especially oral and writing intensive courses.

3) Programmatic assessment

Each degree and certificate program shall establish and maintain a student outcomes assessment process useful for curricular reform and consistent with institutional and specialized accreditation standards.

4) Evaluation of Out of Class Learning

An important element of a student's overall education is learning that occurs outside of classes. Therefore, an evaluation of activities and student support services will be conducted.

The chair of each department (or equivalent as identified by the Dean or Director) shall prepare a report at least every FOUR ~~[[three]]~~ years summarizing the Educational Effectiveness program for each certificate and degree program offered by that department. The report shall include a summary of the following:

- A. STUDENT OUTCOME GOALS AND OBJECTIVES OF THE PROGRAM,**
- B. THE METHODS AND CRITERIA USED TO EVALUATE WHETHER THE GOALS AND OBJECTIVES ARE BEING MET,**
- C. A DESCRIPTION OF WHAT INFORMATION IS COLLECTED ANNUALLY, AND**
- D. HOW THE RESULTS OF SUCH INFORMATION ARE BEING USED TO IMPROVE THE CURRICULUM.**

THE REPORT SHALL BE PRESENTED TO THE DEAN OR DIRECTOR'S OFFICE DURING THE MONTH OF MAY. AT LEAST SOME INFORMATION GATHERING FOR THIS PROCESS SHALL OCCUR ANNUALLY.

ONCE AN EDUCATIONAL EFFECTIVENESS EVALUATION PROGRAM HAS BEEN IMPLEMENTED FOR THE CORE, THE CORE REVIEW COMMITTEE OF THE FACULTY SENATE SHALL PREPARE A REPORT, AT LEAST

BIANNUALLY, SUMMARIZING THE EDUCATIONAL EFFECTIVENESS OF THE COMPONENTS OF THE CORE CURRICULUM. THIS REPORT SHALL BE SIMILAR IN CONTENT TO THE REPORT DESCRIBED ABOVE FOR INDIVIDUAL PROGRAMS BUT SHALL PROVIDE A SUMMARY FOR THE COMPONENTS OF THE CORE CURRICULUM. THE COMPONENTS OF THE CORE MAY BE SUMMARIZED IN THE REPORT ON A ROTATIONAL BASIS, BUT AT LEAST SOME INFORMATION SHOULD BE GATHERED ANNUALLY.