UAA Faculty Senate Academic Assessment Committee
Agenda: May 4, 2018
11:00am - 12:30pm, RH 303 (note room)
Skype for Business: Join online at https://meet.uaa.alaska.edu/macarlson/I6FZBWWQ
or Call 786-6755 or 1-844-368-7867 and enter Conference ID 642461

1. Approval of Agenda (pgs. 1-3)

2. Approval of Minutes (pgs. 4-9)

3. Chairs Update

4. Vice Provost Update
   • Assessment Retreat May 15th in LIB 307 and by video conference to the community campuses; coffee at 8:30, retreat from 9:00-12:00 RSVP; participants: deans, campus directors, college and program assessment coordinators, and AAC members

5. September 7th Annual Academic Assessment Seminar & Follow-up on David Marshall Conversation

6. Review Assessment Plans – none scheduled

7. Informational Plan Review – See page 3 for AAC lead informational review assignments. Please provide very brief comments (under 2 minutes) on any issues to bring to the AAC’s attention.
   Informational Plans Postponed from the 4/20 Agenda
   • Civil Engineering MS – Last AAC review 3/3/17 (Plan Pgs. 10-25, Related Curriculum: MS)
   • Justice BA (Plan Pgs. 26-30, Related Curriculum: BA)
   • Nursing AAS – Last AAC review 1/20/17 (Plan Pgs. 31-56, Related Curriculum: AAS)
   • Special Education MEd/GC – Last AAC review 5/5/17 (Plan Pgs. 57-61, Related Curriculum: MEd/GC)

Informational Plans Added After 4/20 Agenda
   • Chemistry BS (Plan Pgs. 62-63, Related Curriculum: BS) Note: Chemistry outcomes and measures are provided to the AAC as an information item. They will submit a new plan by early Fall, after college review.
   • Computer Networking Technology AAS & CISCO Certified Associate OEC (Plan Pgs. 64-72, Related Curriculum: AAS, OEC)
   • Diesel Power Technology AAS/UC – Last AAC review 4/15/16 (Plan Pgs. 73-78, Related Curriculum: AAS, UC)
   • Early Childhood Special Education MEd (Plan Pgs. 79-114, Related Curriculum: MEd)
   • Fire and Emergency Services Technology AAS – Last AAC review 4/19/13 (Plan Pgs. 115-128, Related Curriculum: AAS)
   • Geological Sciences BS (Plan Pgs. 128, Related Curriculum: BS) – Note: Geology faculty confirm the catalog outcomes are accurate. They are provided as an information item. The faculty will submit a new plan which aligns outcomes with the catalog and updates their approach to assessment, by early Fall after college review.
- Human Services AAS/BHS and Conflict Resolution OEC – Last AAC review 4/21/17 (Plan Pgs. 129-148, Related Curriculum: AAS, BHS, OEC)
- Industrial Process Instrumentation AAS (Plan Pgs. 149-173, Related Curriculum: AAS)
- Petroleum Education BS (Plan Pgs. 174-194, Related Curriculum: UC)
- Physical Education BS (Plan Pgs. 195-211, Related Curriculum: BS)
- Political Science BA (Plan Pgs. 212-255, Related Curriculum: BA)
- Process Technology AAS (Plan Pgs. 226-239, Related Curriculum: AAS)

8. Upcoming Plans
- Apprenticeship Technology AAS – *Updating plan for program revisions, will be submitted for AAC review after college review in the fall.*
- Chemistry BS –*Revised plan in Fall ’18 after college review*
- Geological Sciences BS –*Revised plan in Fall ’18 after college review*
- Creative Writing & Literary Arts MFA –*Revised plan in Fall ’18 after college review*

9. Next Meeting – August 17, 2018 in ADM 204

10. Information Items
- Annual Academic Assessment Survey – Deadline June 15th
- General Education Assessment Soiree, May 7th – 8th 8:30-1:00 in LIB 307 and by distance
- Annual Academic Assessment Report – Deadline October 15th
- Assessment Website
- 2018 Annual Academic Assessment Seminar
  i. National Institute for Learning Outcomes Assessment

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<th>Committee Members</th>
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<td>Bill Myers, CAS</td>
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<td>Jennifer Brock, Faculty Senate</td>
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<td>Susan Kalina, OAA (ex officio)</td>
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### Scheduled Meeting Dates Academic Year 2018

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### Informational Assessment Plan Review Assignments 5/4/18

*Please provide very brief comments (under 2 minutes) on any issues to bring to the committee’s attention.*

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<td>Jennie</td>
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UAA Faculty Senate Academic Assessment Committee

Summary: April 20, 2018
11:00am - 12:30pm, ADM 204

Skype for Business: Join online at https://meet.uaa.alaska.edu/macarlson/l6FZBWQ
or Call 786-6755 or 1-844-368-7867 and enter Conference ID 642461

1. Approval of Agenda (pgs. 1-4) – approved

2. Approval of Minutes – approved, remove Special Education MEd/GC from summary

3. Chairs Update

4. Vice Provost Update
   • May 15th Assessment Retreat for Deans, Campus Directors, College and Program Assessment Coordinators

   The Academic Assessment Committee Chairs and Academic Affairs will host an Assessment Retreat with deans, campus directors, and designated college and program assessment coordinators on May 15th.

   The agenda will include: (1) UAA academic assessment overview, (2) models (general education and a program with specialized accreditation), and (3) college/campus discussions of closing the loop.

5. Annual Academic Assessment Seminar and Follow-up on David Marshall Conversation

6. Review Assessment Plans
   • Aviation Technology, BS, Program Representative: Raymond Weber, Assistant Professor, Aviation Technology (Plan Pgs. 5-33, Related Curriculum: BS)

   The assessment plan updated methods and measures, incorporated assessment of management skills, added benchmarks, and established a five-year cycle. The committee suggested considering the places where the program utilizes related instruction. The AAC recommended approval for this plan.

   • Automotive Technology, AAS/UC, Program Representative: Kelly Smith, Assistant Professor, Automotive Technology (Plan Pgs. 34-39, Related Curriculum: AAS, UC)

   The assessment plan updated related instruction and assignments used as measures. NATEF program accreditation specifies certain exams. Faculty expect more changes as they develop their approach to collection and analysis. The AAC recommended approval for this plan.

   • Computer Science, BA/BS, Program Representative: Kenrick Mock, Professor, Computer Science (Plan Pgs. 40-64, Related Curriculum: BA, BS)
Changes were prompted by ABET program accreditation requirements, including reducing the number of outcomes. The BA and BS have the same outcomes, since science and math requirements are the differences between the two programs. The AAC recommended approval for this plan.

- Computer Systems Engineering, BS, Program Representative: Kenrick Mock, Professor, Computer Science (Plan Pgs. 65-88, Related Curriculum: BS)

Changes were prompted by ABET program accreditation requirements, including reducing the number of outcomes. The AAC recommended approval for this plan.

- Art BA/BFA, Program Representative: Steven Godfrey, Professor, Art (Plan Pgs. 89-104), Related Curriculum: BA, BFA

The program faculty thanked Bill Myers for help updating this plan, which responded to program accreditor feedback that the BA and BFA outcomes were too similar. The plan is now on a five-year cycle, and the full department is engaged in program assessment. The AAC recommended approval for this plan.

- Civil Engineering, BS, Program Representative: Joey Yang, Professor, Civil Engineering (Plan Pgs. 105-130, Related Curriculum: BS)

Changes were prompted by ABET program accreditation requirements, including reducing the number of outcomes. The two-year assessment cycle will be more sustainable. The AAC recommended approval for this plan.

- Millwright, OEC, Program Representative: Dan O’Connor, PWSC Campus Director (Plan Pgs. 131-137, Related Curriculum: OEC)

The assessment plan was updated to align PSLOs with Catalog copy, and bring the plan into UAA’s format. The program is based on standardized skills and knowledge. The AAC recommended approval for this plan.

- Air Traffic Control, AAS, Program Representative: Sharon LaRue, Associate Professor, Aviation Technology (Plan Pgs. 139-152, Related Curriculum: AAS)

The plan was updated to align PSLOs with the Catalog, update measures, and reflect program changes made in response to community employer feedback. The program will fix some formatting issues and add a section on related instruction. Academic Affairs will send boilerplate language to inform that revision. The AAC recommended approval for this plan, after those edits are made.
7. Informational Plan Review

- **Civil Engineering MS** – Last AAC review 3/3/17 (Plan Pgs. 152-166, Related Curriculum: MS)

  The informational review of this plan was postponed to the next meeting.

- **Nursing Science MS, Family Nurse Practitioner GC, Nursing Education GC, Psychiatric-Mental Health Nurse Practitioner GC** – Last AAC review 11/6/15 (Plan Pgs. 167-196, Related Curriculum: MS, FNP GC, NE GC, P-MHNP GC)

  The AAC recommended approval for this plan.

- **Psychology BA/BS** – Last AAC review 5/5/17 (Plan Pgs. 197-205, Related Curriculum: BA, BS)

  The AAC recommended approval for this plan. The committee will send suggestions to the program faculty for possible future plan updates: ordering the outcomes consistently throughout; and considering using ratio/interval measures instead of number of students to yield richer data in evaluating theses, conference presentations, and publications.

- **Special Education MEd/GC** – Last AAC review 5/5/17 (Plan Pgs. 206-210, Related Curriculum: MEd/GC)

  The informational review of this plan was postponed to the next meeting.

- **Aviation Administration AAS** (Plan Pgs. 211-222, Related Curriculum: AAS)

  The AAC recommended approval for this plan.

- **Geomatics AAS** – Last AAC review 4/18/14 (Plan Pgs. 223-233, Related Curriculum: AAS)

  The plan needs to incorporate related instruction. Academic Affairs will send boilerplate language to inform that revision. Following these edits, the AAC recommended approval for this plan.

- **Geomatics BS** – Last AAC review 4/18/14 (Plan Pgs. 234-245, Related Curriculum: BS)

  The AAC recommended approval for this plan.

- **Accounting AAS** – Last AAC review 4/7/17 (Plan Pgs. 246-282, Related Curriculum: AAS)
The AAC recommended approval for this plan.

- Nursing AAS – Last AAC review 1/20/17 (Plan Pgs. 283-307, Related Curriculum: AAS)
  The informational review of this plan was postponed to the next meeting.

- Elementary Education BA/PBCT – Last AAC review 2/6/15 (Plan Pgs. 308-314, Related Curriculum: BA, PBCT)
  Jonathan noted that this plan represents older methods, and needs to be aligned. It will be reviewed and updated next year to reflect program revisions. The College will submit a memo that a new plan will be developed next year.

- Justice BA (Plan Pgs. 315-319, Related Curriculum: BA)
  The informational review of this plan was postponed to the next meeting.

- Veterinary Assisting OEC (Plan Pgs. 320-324, Related Curriculum: OEC)
  The AAC recommended approval for this plan.

- English MA (Plan Pgs. 325-332, Related Curriculum: MA)
  The AAC recommended approval for this plan.

- Journalism & Public Communications BA (Plan Pgs. 333-364, Related Curriculum: BA)
  The AAC recommended approval for this plan.

- Philosophy BA (Plan Pgs. 365-374, Related Curriculum BA)
  The AAC recommended approval for this plan.

8. Upcoming Plans
The AAC chairs are working on a check list for review of assessment plans (e.g., timelines, measures, related instruction for AAS programs).

- Diesel Power Technology, AAS/UC – awaiting college review
- Physical Education BS – awaiting college review
- Apprenticeship Technology AAS – revisions in process
- Chemistry BS – revising to align PSLOs
- Geological Sciences BS – revising to align PSLOs
9. Next Meeting – May 4, 2018 in **RH 303 (note room change)**

10. Information Items
- Annual Academic Assessment Survey – Deadline June 15th
- General Education Assessment Soiree, May 7th – 8th 8:30-1:00 in LIB 307 and by distance
- Assessment Website
- 2018 Annual Academic Assessment Seminar

**Committee Members**

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| A | Christina McDowell, CBPP | X | Thia Falcone, Kodiak |
| X | Jonathan Bartels, COE | X | Vacant, PWSC |
| X | Jeff Hollingsworth, CoEng | X | Jennifer Brock, Faculty Senate |
| X | Kathi Trawver, COH, *Co-Chair* | X | Rachel Graham, Faculty Senate, *Co-Chair* |
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**Scheduled Meeting Dates Academic Year 2018**
*(First and third Fridays unless otherwise noted)*

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MS Civil Engineering (MSCE)

Educational Effectiveness

Assessment Plan

2016-2017
Revised: April 2017

Adopted by
The Civil Engineering faculty

Submitted to
The Dean of the College of Engineering

Reviewed with curriculum changes by the Academic Assessment Committee as an information item 5/4/18
Reviewed as an information item by the Faculty Senate 5/4/18

Reviewed by the Academic Assessment Committee 3/3/17
Reviewed as an information item by the Faculty Senate 4/7/17
Table of Contents

Assessment Plan .......................................................................................................................... 1
Introduction ........................................................................................................................................ 3
Program Objectives ....................................................................................................................... 3
Program Outcomes .......................................................................................................................... 3
Assessment Tools ............................................................................................................................. 4
Appendix: Advisory Board Review .................................................................................................... 8
  Sample Advisory Board Program Review ......................................................................................... 9
Appendix: Master’s thesis ................................................................................................................. 10
Appendix: Alumni and Current student Survey ................................................................................ 11
  Sample Alumni and Current Students Survey ................................................................................. 12
  Appendix: Employer Survey ........................................................................................................... 14
APPENDIX: Survey for Employer of MSCE Graduates .................................................................. 15
Introduction

Graduate study in civil engineering allows students to gain in-depth training in one or more of the sub disciplines of the civil engineering profession. Completion of a Master’s degree is strongly encouraged as a prerequisite for licensure and professional practice. Certain employment opportunities within the profession may require a master’s degree.

Graduate students in the civil engineering program may choose one of three options when pursuing the MSCE degree. The Thesis Option is designed for those students who wish to pursue specialized advanced study and original research, and is excellent preparation for both the practicing professional and the doctoral candidate. The Civil Engineering Project Option is intended for practice-oriented students that desire advanced study in a particular sub discipline of Civil Engineering to achieve their professional goals. The Comprehensive Exam Option is intended for practicing professionals that wish to be better-rounded in the field of Civil Engineering by studying topics not covered in the undergraduate curriculum or explore those undergraduate topics in more depth and/or detail.

Program Objectives

It is the objective of the UAA Master of Science in Civil Engineering (MSCE) program to produce graduates that:

1. Have an advanced technical knowledge of one or more of the recognized sub-disciplines of civil engineering
2. Are capable of communicating their results;
3. Are capable of conceiving and conducting a research project (Thesis Option only)

Program Outcomes

The graduates of the UAA Master of Science in Civil Engineering (MSCE) program will have:

1. An ability to use advanced methods of analysis.
2. An ability to understand advanced civil engineering theory.
3. An ability to conduct advanced civil engineering research (Thesis Option only)
4. An ability to apply advanced engineering theory to the design of civil engineering systems.
5. An ability to work effectively within the management framework of organizations responsible for the practice of engineering
Assessment Tools

A description of the tools used in the assessment of the program outcomes and their implementation are summarized in Table 1. The tools and their relationships to the program outcomes are listed in Table 2.

There is a separate appendix for each tool that includes a more detailed description than is provided here and also describes the factors that affect the results and give examples of the tools and how they will be implemented.
Table 1
Program Outcomes Assessment Tools and Administration

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<td>Advisory Board Review</td>
<td>Annual Civil Engineering Advisory Board Meeting</td>
<td>Administered yearly beginning Spring 2006</td>
<td>Group discussion</td>
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<td>Alumni and current students Evaluation</td>
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<td>Once every three years beginning Spring 2017</td>
<td>Online survey</td>
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<tr>
<td>Employer evaluation</td>
<td>Program outcomes are evaluated by employers of MSCE graduates</td>
<td>Once every three years beginning Spring 2017</td>
<td>Online survey</td>
<td>Program faculty and staff</td>
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<td>Master’s Thesis (Thesis Option only)</td>
<td>Quality of Master’s thesis work as judged by whether the work is publishable in peer reviewed journals or conference proceedings</td>
<td>Once every three years beginning Spring 2018</td>
<td>Program Faculty</td>
<td>Program faculty and peer reviewers</td>
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### TABLE 2
**Association of Assessment Tools to Program Outcomes**

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<th>Employer evaluation</th>
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<td>0</td>
<td>1</td>
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<tr>
<td>An ability to understand advanced civil engineering theory.</td>
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<td>1</td>
<td>0</td>
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</tr>
<tr>
<td>An ability to conduct advanced civil engineering research (Thesis Option only)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>An ability to apply advanced engineering theory to the design of civil engineering systems.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>An ability to work effectively within the management framework of organizations responsible for the practice of engineering</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

0 = Tool is not used to measure the associated objective.
1 = Tool is used to measure the associated objective.
Appendix: Advisory Board Review

Tool Description:

The Civil Engineering Advisory Board consists of industry leaders. Their knowledge and expertise will keep the department focused on the changing needs of Civil Engineering.

The Advisory Board members were instrumental in the development of the program offering many suggestions for program content. As practicing professionals, they are able to give insight into the areas of civil engineering that need more support in which to ensure program objectives are met.

The advisory board typically meets once each semester for 2-4 hours. In the spring semester meeting of each year, a detailed review of the CE graduate program outcomes and student performance will be reviewed.

Factors that affect the collected data:

The Advisory Board members are active in many different areas of business and industry where civil engineering is practiced. There may be other areas of civil engineering that may not be represented in our board members. This may leave out or inappropriately weight opinions on program objectives and outcomes.

How to interpret the data:

Input from Advisory Board members should be discussed and outcomes should be compared against civil engineering needs by local professional associations, State project needs, and national and global trends.

Sample Survey.

A sample survey is provided on the next page.

Tabulating and Reporting Results

Results will be gathered via email or in person at the spring advisory board meeting and evaluated by faculty. A review of results will take place by the advisory board.
Sample Advisory Board Program Review

Civil Engineering Advisory Board
Annual Program Review

1. Are additional resources needed to meet program outcomes?

2. Are there any areas of weakness in the program as related to civil engineering practices, tools and techniques that you see in your work environment?

3. Are there any civil engineering areas of weakness in the program as related to the national trend as you see in your work environment?
Appendix: Master’s thesis

Tool Description:

For those students pursuing the Thesis Option, the Master’s Thesis is the ultimate tool to determine if the student is capable of conducting research at a level that represents a contribution to the profession. The quality of the students’ thesis will be assessed by the graduate advisory committee as whether it is publishable in a peer reviewed journal or conference proceedings.

Factors that affect the collected data:

Bias of the graduate advisory committee

How to interpret the data:

Committee assessment or acceptance of paper will indicate quality of research work

Tabulating and Reporting Results

Evaluation scores will be gathered by staff and tabulated and results given to faculty for review and discussion.
Appendix: Alumni and Current student Survey

Tool Description:

An online survey will ask MSCE alumni and current graduate students to evaluate the program outcomes as related to their individual work environments.

Factors that affect the collected data:

Some graduates may not respond to the survey. The data may not reflect all areas of civil engineering they do not respond.

How to interpret the data:

The survey results will be compiled and discussed among faculty members and the advisory board. These results should be compared with student surveys to see if they are in line with alumni evaluations.

Sample Survey

A sample survey is provided on the next page.

Tabulating and Reporting Results

The survey is prepared by faculty, administered and collected online. Staff will tabulate the result and submit them for review to faculty.
Sample Alumni and Current Students Survey

Survey Questions for Current MSCE/MCE/AE Students and Alumni

Q1 - Please select what relationship you have to UAA Master of and Master of Science of Civil Engineering Program, and Arctic Engineering Program

Q2 - When did you receive your Bachelor of Science in Civil Engineering from UAA? If you graduated prior to 2000 please select 2000.

Q3 - Do you have a Professional Engineering License (PE)?

Q4 - Are you a member of a professional engineering society (e.g. ASCE, AWWA, ITE)?

Q5 - Your company or agency can be classified as

Q6 - What is the name of your company or agency?

Q7 - What is the primary nature of your business or agency?

Q8 - Select a subcategory that better defines your Civil Engineering business or agency.

Q9 - Select a subcategory that better defines your Exploration & Production business or agency.

Q10 - We appreciate your anonymous response to these questions about how well the CE Master programs are helping students meet the following program outcomes:

**Scale: 1 (worst) – 10 (best)**

An ability to use advanced methods of analysis,

An ability to understand advanced civil engineering theory,

An ability to conduct advanced civil engineering research,

An ability to apply advanced engineering theory to the design of civil engineering systems, and

An ability to work effectively within the management framework of organizations responsible for the practice of engineering.

Q11 - As a result of Alumni comments, the CE faculty have revised Master of Science in Civil Engineering Program with Thesis, Project Report, and Comprehensive Exam options, and allow an emphasis in one of the following six areas (a minimum of 5 courses must be taken in the area to qualify for the emphasis):

1. Arctic Engineering
2. Environmental Engineering
3. Geotechnical Engineering
4. Structural Engineering
5. Transportation Engineering
6. Water Resources Engineering

Please provide any comments to this program change.

Q12. What software tools do you use that you feel need to be considered in our teaching?

Q13. What aspects of our educational practice might we improve upon?

Q14 – We would love to keep in touch with you with program updates. If you agree, please leave your current email for future contact.

Q15 - Do you have any additional comments?
Appendix: Employer Survey

Tool Description:

An online survey will ask employer of MSCE graduates to evaluate the attainment of program outcomes of the MSCE program.

Factors that affect the collected data:

Some employers may not respond to the survey. The data may not reflect all areas of civil engineering they do not respond.

How to interpret the data:

The survey results will be compiled and discussed among faculty members and the advisory board.

Sample Survey.

A sample survey is provided on the next page.

Tabulating and Reporting Results

The survey is prepared by faculty, administered and collected online. Staff will tabulate the result and submit them for review to faculty.
APPENDIX: Survey for Employer of MSCE Graduates

Q1 - Please select what relationship you have to UAA Master of and Master of Science of Civil Engineering, Applied Environmental Science and Technology, and Arctic Engineering Programs

Q2 - How many UAA Civil Engineering Master Degree graduates have you hired in the last 6 years?
1
2 to 4
5 or more

Q3 - How well have UAA Civil Engineering Master Degree graduates in your employ demonstrated advanced knowledge of principles and skills relating to the civil engineering sub-disciplines of water resources, geotechnical, structural, transportation, or environmental engineering?
Scale: 1 (worst) – 10 (best)

Q4 - We appreciate your anonymous response to these questions about how well the CE Master programs are helping students meet the following program outcomes:

Scale: 1 (worst) – 10 (best)

An ability to use advanced methods of analysis,
An ability to understand advanced civil engineering theory,
An ability to conduct advanced civil engineering research,
An ability to apply advanced engineering theory to the design of civil engineering systems, and
An ability to work effectively within the management framework of organizations responsible for the practice of engineering.

Q5 - As a result of Alumni comments, the CE faculty have revised Master of Science in Civil Engineering Program with Thesis, Project Report, and Comprehensive Exam options, and allow an emphasis in one of the following six areas (a minimum of 5 courses must be taken in the area to qualify for the emphasis):
1. Arctic Engineering
2. Environmental Engineering
3. Geotechnical Engineering
4. Structural Engineering
5. Transportation Engineering
6. Water Resources Engineering

Please provide any comments to this program change.

Q7 - What aspects of our educational practice might we improve upon?

Q6 - What software tools do you use that you feel need to be considered in our teaching?

Q8 - Do you have any other additional comments?
Justice Center

Educational Effectiveness

Assessment Plan

Bachelor of Arts in Justice

Version 3.0

Adopted by

The Justice Center BA Faculty:

March 23, 2018

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 5/4/18

Reviewed by the Faculty Senate as an information item: 5/4/18
Mission Statement

The UAA Justice Center, established by the Alaska Legislature in 1975, has a mandate to provide statewide justice-related education, research, and service. The Justice Center is an interdisciplinary unit that provides undergraduate, graduate, and professional education; conducts research in the areas of crime, law, and justice; and provides services to government units, justice agencies, and community organizations throughout urban and rural Alaska to promote a safe, healthy, and just society.

The UAA Justice Center is an academic and research unit in the College of Health at the University of Alaska Anchorage (UAA). UAA is a four-year institution accredited by the Northwest Commission on Colleges and Universities (NWCCU). The Justice Center offers academic programs in Justice and in Legal Studies. The Legal Studies programs are approved by the American Bar Association.

Our faculty conduct research in a number of areas including violence and violent crime, law and the courts, substance abuse, rural justice issues, homelessness, policing, and juvenile justice. The Alaska Justice Information Center (AJIC) is housed in the Justice Center. Our research publications include the Alaska Justice Forum and the AJIC Fact Sheet series.

In addition to research and service in furtherance of its mission, the Justice Center offers these academic programs:

- A Bachelor of Arts in Justice, the assessment of which is described here;
- A Bachelor of Arts in Legal Studies;
- An Associate of Applied Science in Paralegal Studies;
- A Post-Baccalaureate Certificate, Paralegal Studies; and,
- A Certificate Legal Nurse Consultant Paralegal.

Program Student Learning Outcomes

Students graduating with a Bachelor of Arts in Justice will be able to:

- Explain the essential principles of justice research and evaluate the results of social science research
- Assess and critique the different theoretical perspectives in criminology
- Evaluate the historical and contemporary philosophies of justice
● Describe processes of justice policy development and the requirements of evidence-based policy making

● Synthesize the history and development of the institutions of government forming the sources of American law and the social, economic, and cultural forces that influence the development of law.

Measures

The Justice Center is engaged in a multi-year process to improve both direct and indirect assessment measures of our program student learning outcomes. Since AY 2004-2005, the primary assessment measure has been an exit exam. In addition to substantially improving this exit exam, Justice faculty are adding additional direct and indirect assessments. We have already begun to map our PSLOs to determine where they are introduced, developed and assessed within our core courses.

Direct measures

An exit exam is used to provide direct measures of program student learning outcomes. Each PSLO will be measured using multiple exit exam items. Items on the exit exam are grouped into domains relevant to each program student learning outcome. The exit exam is administered to students during their senior year, and may be administered to incoming students.

As of the writing of this plan (Spring 2018) the exit exam is undergoing substantive revision. The faculty are updating exit exam items to reflect current PSLOs. The process for this revision is detailed in a later section.

PSLOs are also measured via student artifacts, such as responses to exam questions and term papers from coursework. These supplemental direct measures are in development as of this writing.

Indirect measures

An exit survey of students is administered during their senior year, and may be administered during other points in the curriculum on an ad hoc basis as needed. The items on that survey ask students to reflect on their learning and provide specific feedback for the improvement of the program. Survey items also ask graduates about their plans following graduation.

The Justice Center also conducts focus groups with graduating seniors. These focus groups gather qualitative measures of student satisfaction with existing program facilities, services, and course offerings. These focus groups have proven to be among the most useful of our assessment methods.
Influences on data collection

There is no minimum required score on the exit exam, and the administration of the exit exam is independent of course grades. It is likely that at least some students fail to take the exam seriously, resulting in artificially low scores. It is unknown how much this biases scores (if at all). Justice Center faculty have discussed a variety of ways to solve this problem, but as of the effective date of this plan we have merely noted this is possible.

Focus groups with graduating seniors are administered by Justice Center faculty before their final semester grades are transcripted. Graduating seniors may be reluctant to give full voice to concerns in that environment, but getting participation after graduation is not practical. Prior experience suggests that students are more than willing to provide constructive criticism when asked.

Process

Faculty involvement and currency

Faculty control the assessment process and assessment is treated as a collaborative endeavor. This assessment plan will be reviewed and approved by faculty vote annually. Revisions will be communicated to relevant College and University officials as required by policy.

Justice faculty have committed to assessment as part of continual improvement of our curriculum. As was noted in the recent Interim Progress Report on Implementation of the AY17 Cyclical Program Review Action Plan, Justice faculty are in the process of redesigning all of the JUST BA assessment measures. The measures and process are therefore in flux as of this writing (Spring 2018).

During AY 2016-2017, program student learning outcomes were revised by a faculty subcommittee and were approved by a majority vote of all faculty. Assessment measures, methods, and curriculum changes resulting from assessment are discussed in committee and approved by vote of all faculty. In Fall 2017, Justice faculty continued their efforts to improve assessment, including regular standing meetings to discuss JUST BA curricular, academic, and programmatic issues.

Responsible parties

Assessment and curricular development efforts are led by the JUST BA Undergraduate Program Coordinator. This position is appointed at the discretion of the Justice Center Director and includes an allocation of workload credit to lead these efforts and complete other curricular tasks.
Timeline

The exit exam is undergoing revision as of this writing. Development is proceeding in stages, with completion of one PSLO per semester starting in Spring 2018. These new items will be included in the exit exam on a rolling basis, as they are completed, with the first new items appearing in Spring 2018. By Fall 2020, Justice faculty will have updated the entire exam to ensure alignment with current PSLOs. Ongoing revision of the exam is expected as program changes are implemented.

The exit exam is administered each term. Completion of the exit exam is required for graduation. Exit surveys are administered each term, concurrent with the exit exam. Analysis of exit exam and exit survey results are included in the annual assessment report, and detailed analyses are shared with faculty each Fall.

Focus groups are conducted each term by the JUST BA Undergraduate Program Coordinator or other faculty. Discussion prompts include questions about specific knowledge and skills, and JUST BA facilities, services, and course offerings.
ASSOCIATE OF APPLIED SCIENCE NURSING

Academic Assessment Plan
Assessment 2015-2016

Academic Assessment Plan Updated by:
Pamela J. Grogan, MN, RN
Assistant Professor
Chair, Associate Program

Submitted to Dr. Barbara Berner
School of Nursing: October 31 2016

Reviewed with curriculum changes by the Academic Assessment Committee as an information item 5/4/18
Reviewed by the Faculty Senate as an information item 5/4/18

Reviewed by the Academic Assessment Committee as an information item 1/20/17
Reviewed by the Faculty Senate as an information item 2/3/17

Associate of Applied Science, Nursing Science Assessment Plan 2016
## TABLE OF CONTENTS

INTRODUCTION .................................................................................................................. 3
MISSION, VISION AND VALUES ..................................................................................... 3
PROGRAM STUDENT LEARNING OUTCOMES .............................................................. 4
ASSOCIATION OF ASSESSMENT MEASURES TO PROGRAM OUTCOMES ..................... 4
EFFECTIVELY COMMUNICATE IN WRITING AND ELECTRONICALLY WITH HEALTH TEAM MEMBERS, PATIENTS AND THEIR FAMILIES .................................................................................................................. 6
ASSESSMENT MEASURES ............................................................................................... 8
PROCESS........................................................................................................................... 10
ASSESSMENT IMPLEMENTATION AND ANALYSIS FOR PROGRAM IMPROVEMENT ............. 10
GENERAL IMPLEMENTATION STRATEGY ...................................................................... 10
METHOD OF DATA ANALYSIS AND FORMULATION OF RECOMMENDATIONS FOR PROGRAM IMPROVEMENT .................................................................................................................. 10
MODIFICATION OF THE ASSESSMENT PLAN .............................................................. 11
APPENDIX A: .................................................................................................................. 12
MEASURE DESCRIPTION .............................................................................................. 12
UAA AAS SON SIX TERM GRADUATION RATES .......................................................... 12
AY 2013 ......................................................................................................................... 12
AY 2014 - IN PROGRESS ............................................................................................... 12
AY 2015 - IN PROGRESS ............................................................................................... 13
APPENDIX B: NCLEX PASS RATE .................................................................................. 14
MEASURE DESCRIPTION .............................................................................................. 14
FACTORS THAT AFFECT THE COLLECTED DATA ...................................................... 14
APPENDIX B: .................................................................................................................. 19
STANDARDIZED NURSING EXAMINATIONS FROM .................................................... 19
HESI/EVOLVE ................................................................................................................. 19
TOOL DESCRIPTIONS: ................................................................................................. 19
FACTORS AFFECTING THE COLLECTION OF THE DATA: ........................................... 19
HOW TO INTERPRET THE DATA: .................................................................................. 20
AAS NURSING GRADUATE AND EMPLOYER SURVEYS ............................................. 22
TOOL DESCRIPTION: ................................................................................................. 22
FACTORS THAT AFFECT THE COLLECTED DATA: ..................................................... 22
HOW TO INTERPRET THE DATA: .................................................................................. 22
APPENDIX C: .................................................................................................................. 23
APPENDIX D: .................................................................................................................. 25
(MONTH AND YEAR) GRADUATING CLASS ..................................................................... 25

Associate of Applied Science, Nursing Science Assessment Plan 2016
Introduction

The Associate in Applied Science, Nursing Science Program (AAS) began at Anchorage Community College in 1971. The University of Alaska, Anchorage (UAA) relocated the program to the College of Vocational and Technical Education in 1987. The School of Nursing (SON) established in 1991, incorporated the nursing programs within the College of Health, Education and Social Welfare, which in 2002, later became the College of Health (COH).

The AAS program accepts 24 Anchorage students in the fall and spring semesters. Across Alaska, the AAS program offers nursing education in 13 outreach locations. Two of the outreach cohorts offer yearly admission in the fall semester; Fairbanks (16), Kenai (8), while Kodiak (8) and Juneau (10) admit every other year during the fall term. Other outreach sites include Sitka, Nome, Bethel, Mat-Su, Dillingham, Kotzebue, Ketchikan, Homer, and Valdez. The AAS program opens admission to eight Licensed Practical Nurses (LPN/LVN) during the fall and spring admissions at various locations within Alaska. The interest in the AAS program has remained consistent throughout Alaska with 400 possible applicants during the current academic year.

In 1976, the AAS program received national accreditation from the National League for Nursing Accrediting Commission (NLNAC). The AAS program continues to meet the standards and criteria for accreditation from the national accrediting commission renamed, the Accreditation Commission for Nursing Education (ACEN).

Mission, Vision and Values

The mission of University of Alaska School of Nursing is to promote health and wellbeing by preparing nurses in leadership, nursing science, practice, the part and practice and service to work with diverse populations in a variety of health care settings with a special focus on the needs of Alaska.

Vision

The vision of the school of nursing is to be a leader in the transformation of nursing in Alaska dedicated to improving local and global health outcomes.

Values

- **Excellence:** we strive for the best, to continually improve our endeavors and ourselves.
- **Respect:** we treat each person in a manner that recognizes his or her intrinsic value as a human being.
- **Integrity:** we demonstrate unwavering honesty and decency.
- **Caring:** We display kindness and concern for all, especially those in need.

<table>
<thead>
<tr>
<th>COH</th>
<th>NLN</th>
<th>MERGED VALUES</th>
<th>SON VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence/Innovation</td>
<td>Excellence</td>
<td>Excellence</td>
<td>Excellence</td>
</tr>
<tr>
<td>Respect Collaboration</td>
<td>Diversity</td>
<td>Respect/Collaboration</td>
<td>Respect/Collaboration</td>
</tr>
<tr>
<td>Integrity</td>
<td>Integrity</td>
<td>Integrity</td>
<td>Integrity</td>
</tr>
<tr>
<td>Caring</td>
<td>Caring</td>
<td>Caring</td>
<td>Caring</td>
</tr>
<tr>
<td>Discovery</td>
<td></td>
<td>Discovery/Diversity/Caring</td>
<td></td>
</tr>
</tbody>
</table>

Associate of Applied Science, Nursing Science Assessment Plan 2016
Program Student Learning Outcomes

Students graduating with an Associate in Applied Science, Nursing Science will be able to:

➢ Utilize critical thinking skills to assess and diagnose nursing needs and to prioritize, plan, implement, and evaluate care for patients and their families in institutional and community-based settings.
➢ Effectively communicate verbally, in writing and electronically with health team members, patients and their families.
➢ Plan, implement and evaluate care that is safe, evidence-based, caring, and developmentally and culturally sensitive within ethical, legal and professional standards.
➢ Coordinate care of small groups of patients in collaboration with other members of the health care team.
➢ Develop a plan for lifelong learning and continuing professional development.

ASSOCIATION OF ASSESSMENT MEASURES TO PROGRAM OUTCOMES

The AAS Nursing Program has annually assessed program Outcomes using the ACEN Standard 6 accreditation guidelines. According to the ACEN 2017 criteria, “Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the nursing education unit” (ACEN Accreditation Manual, Standard 6). In May 2010, the AAS Nursing Program established five Program Outcomes for annual assessment, one for each of the Graduate Outcomes of the AAS Nursing program.

The associate’s degree nursing program, founded on the current standards of the nursing discipline. Faculty support nursing as “a scientific discipline with a distinct body of knowledge grounded in nursing science, the natural and social sciences, technology, and the humanities” (UAA, Nursing Mission and Philosophy statement, 2013). Faculty recognize the need to include the established standards and values of the profession throughout the associate nursing curriculum.

The essential elements of communication, computation, and human relations are imbedded in the curriculum throughout the AAS program. The students learn communication skills through the requirement to complete WRTG 111, one General Course Requirement (GCR) in Oral Communication Skills, and course work and clinical practice in NURS A120, NURS 120L, NURS 125, NURS 125L, NURS 180, NURS 220, NURS 220L, NURS 222, NURS 222L, NURS 225, NURS 225L, NURS 225L, NURS 250, NURS 250L. Human relations is an integral aspect of nursing practice. This begins with learning about the human anatomy and lifespan development, and continues in every required nursing course and clinical experience as listed above. The element of computation begins with instruction in MATH 105, and continues in all nursing courses where students are required to complete math exams and complex calculations for medication administration and delivery.
The faculty practice a variety of teaching methodologies that include lecture, small groups, case studies, care plans, and simulation. Interactive simulation, utilized across the curriculum, with a minimum of 10% of the clinical experiences for each course dedicated to the simulation experience. The faculty utilizes a variety of evaluation methodologies to meet the course objectives and program learning outcomes. Examples include the following:

1. Discussion boards
2. Evolving case studies
3. Quizzes/examinations
4. Study guide worksheets
5. Projects
6. Clinical evaluation
7. Standardized testing
8. Simulation
9. Portfolio
10. Skills demonstrations

The nursing program utilizes a variety of practice learning environments, selected based upon the student learning outcomes, course objectives, and previous evaluations. Students are introduced to concepts of research, evidenced based practice (EBP), and the essential elements of communication, computation and human relations, in the first semester of their program. These concepts are integrated throughout the curriculum. Academic papers for all courses are cited using scholarly resources, EBP, and follow APA writing guidelines. Community based teaching projects in pediatrics and obstetrics, as well, require the use of evidence based standards of practice.

There is a strong emphasis on inter-professional (IP) collaborative scenarios and communication conducted in the fourth semester courses. Examples of this include the IP Error Disclosure Simulation, Screening, Brief Intervention, and Referral to Treatment (SBIRT) training, and the Inter-professional Communication Simulation (medical, physician assistant and nursing students). Grant funding awarded by the College of Health (COH) to develop a collaborative learning experience using simulation between first year college students and soon-to-be nursing graduates.

The rigor of the curriculum re-evaluated through the assessment of student achievement in classroom standardized testing, evaluation of clinical performance, and NCLEX-RN results. Item analysis for theory testing, objective based clinical evaluation, and NCLEX-RN diagnostic analysis reports reviewed by the Curriculum Committee and full faculty members. The program of study is designed to be completed in seven (4) fifteen-week terms.

Shown in Table 1, Program Student Learning Outcomes (PSLO’s) and current measures used evaluate students’ attainment of knowledge and skills related to each specific outcome.
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>STUDENT RECORDS</th>
<th>HESI EXAM SCORES</th>
<th>NCLEX PASS RATES AND PROGRAM REPORTS</th>
<th>AAS NURSING GRADUATE SURVEYS</th>
<th>EMPLOYER SURVEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively communicate in writing and electronically with health team members, patients and their families.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Utilize critical thinking skills to assess and diagnose nursing needs and to prioritize, plan, implement, and evaluate care for patients and their families in institutional and community-based settings.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Plan, implement and evaluate care that is safe, evidence-based, caring, and developmentally and culturally sensitive within ethical, legal and professional standards.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Coordinate care of small groups of patients in collaboration with other members of the health care team.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Develop a plan for lifelong learning and continuing professional development.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
**ASSESSMENT MEASURES**

Shown in Table 2; Description of the measures used in the assessment of the program objectives and implementation.

<table>
<thead>
<tr>
<th>TOOL</th>
<th>DESCRIPTION</th>
<th>FREQUENCY/START DATE</th>
<th>COLLECTION METHOD</th>
<th>ADMINISTERED BY</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX-RN pass/non-pass report.</td>
<td>Alaska Board of Nursing posts passing candidate names and send reports to the SON Director.</td>
<td>After each graduation until all graduates have tested.</td>
<td>View BON web sites or reports.</td>
<td>National Council State Boards of Nursing.</td>
</tr>
<tr>
<td>HESI Standardized Exam Scores</td>
<td>HESI Evolve Standardized exams.</td>
<td>Start date 2010 Used in all core courses.</td>
<td>Exams given near the end of the semester in core nursing courses.</td>
<td>AAS Nursing Faculty and Scored by HESI Evolve.</td>
</tr>
<tr>
<td>AAS Graduate Survey Results</td>
<td>The AAS Program developed tool designed to measure graduate</td>
<td>Annual since 1900’s.</td>
<td>Mailed one-year post graduation or soon as possible after 1 year.</td>
<td>AAS Program Chair assisted by AAS Program Evaluation Committee and</td>
</tr>
</tbody>
</table>

Associate of Applied Science, Nursing Science Assessment Plan 2016
<table>
<thead>
<tr>
<th>AAS Nursing Graduate Employer Survey</th>
<th>2015 began using the UAA Qualtrics database to email surveys.</th>
<th>administrative assistants. The data is analyzed using IBM SPSS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The AAS Program developed tool designed to measure employer perception of graduate outcomes. Uses Likert scale to measure perceptions of graduate skill with: Use of Nursing Process, Communication, Organization, Critical Thinking and Therapeutic Nursing Interventions.</td>
<td>Annual since 1900’s</td>
<td>Mailed to graduates one-year post graduation to give to their employer. AY 2015 began using UAA Qualtrics data collection system to email surveys to employers. AAS Program Chair, AAS Program Evaluation Committee, assisted by administrative assistants. Data is evaluated using the IBM SPSS data tool.</td>
</tr>
</tbody>
</table>
Process

The University of Alaska (UAA), School of Nursing (SON), Associate of Applied Science Program has been accredited since 1976 from the Accreditation Commission for Education in Nursing (ACEN) formerly known as The National League for Nursing Accrediting Commission (NLNAC). In meeting the requirements for ACEN, accreditation the AAS Nursing Program developed a systematic program evaluation plan based on the standards and criteria with interpretive guidelines published by the ACEN in 2013 and later revised in 2017.

ASSESSMENT IMPLEMENTATION AND ANALYSIS FOR PROGRAM IMPROVEMENT

GENERAL IMPLEMENTATION STRATEGY

The Associate Degree Nursing Program Assessment Plan strategy is for data to be collected from each cohort as appropriate throughout the program, upon graduation, after licensure and at one-year post-graduation. The Chair of the AAS Program, AAS program evaluation committee and the curriculum committee review the collected data. Faculty members are provided the results at the AAS program meetings and the annual Spring Curriculum Workshop. The Alaska State Board of Nursing (BON) also receives an annual report of the data results.

Nationally standardized nursing examinations are given to students near the end of their core nursing courses each semester in the AAS program. Evolve Elsevier provides the Health Educational Systems Inc. (HESI) exams. NCLEX-RN pass rates monitored and calculated as results become available from the Board of Nursing or other sources.

Graduate and Employer surveys, mailed out one year after graduation: each summer to Anchorage graduates and each spring to AAS Outreach program (distance) graduates. Responses to the surveys are entered into SPSS for analysis and reports are generated and presented to faculty and stakeholders annually. Trended and aggregate data from all sources reported to the AAS nursing faculty, UAA Educational Effectiveness Report and the Alaska Board of Nursing annually by the Chair of the program. Beginning in 2008, designated AAS faculty person as responsibility shifts toward a newly formed Program Evaluation Committee.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

SPSS is utilized for statistical analysis of graduate and employer surveys as well as the HESI results. The AAS Program Chair completes analysis or other designated AAS faculty persons.

The annual AAS Curriculum Workshop at the close of each spring semester is utilized to review trended and aggregate data and evaluate for changes needed to the AAS program based on the data results. The AAS Program Evaluation Committee (PEC) gathers and analyzes the data prior to presenting the information to the faculty.

Recommendations by the Associate Program Evaluation Committee were made in 2015 and carried forward to 2016. Faculty reviewed the current curriculum and program requirements in an effort to reduce the number of credit hours required for completion.

The following are examples of the recommendations:

Associate of Applied Science, Nursing Science Assessment Plan 2016
➢ Level the curriculum to establish a cohesive flow and build on previous learned skills
➢ Change course content, sequencing and structure
➢ Change admission requirements
➢ Change in admission process
➢ Evaluate current testing policy and make adjustments as needed
➢ Develop absence policy

Modification of the Assessment Plan

Changes approved by the faculty of the program and updated modifications of the assessment plan will be forwarded to the Office of Academic Affairs, the Dean’s Office, and the Director of the School of Nursing.
Appendix A:

MEASURE DESCRIPTION

Graduation rates calculated as percentages of students who enter the program each term and completed the program in six semesters. Students not completing the program within six semesters are evaluated for cause. Attrition may be due to a variety of factors, not listed in the table (i.e. academic or personal). The benchmark for the AAS Program is 85% of undergraduate students who enter the AAS program graduate within six semesters. The benchmark was met for the academic year 2013 with the remainder of the years pending. Graduation implies that students have successfully met the program and student learning outcomes.

UAA AAS SON Six Term Graduation Rates

AY 2013

<table>
<thead>
<tr>
<th>Year - category</th>
<th>4 terms</th>
<th>5 terms</th>
<th>6 terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013 - traditional</td>
<td>77.8%</td>
<td>82.2%</td>
<td>82.2%</td>
</tr>
<tr>
<td>Spring 2014 - traditional</td>
<td>89.5%</td>
<td>89.5%</td>
<td>93.0%</td>
</tr>
<tr>
<td>2013 - traditional</td>
<td>83.7%</td>
<td>85.9%</td>
<td>87.6%</td>
</tr>
<tr>
<td>Fall 2013 - LPN</td>
<td>66.7%</td>
<td>83.3%</td>
<td>83.3%</td>
</tr>
<tr>
<td>Spring 2014 - LPN</td>
<td>85.7%</td>
<td>85.7%</td>
<td>85.7%</td>
</tr>
<tr>
<td>2013 - LPN</td>
<td>76.2%</td>
<td>84.5%</td>
<td>84.5%</td>
</tr>
<tr>
<td>2013 combined</td>
<td>80%</td>
<td>85.2%</td>
<td>86.1%</td>
</tr>
<tr>
<td>2013 UAA standard</td>
<td></td>
<td></td>
<td>85%</td>
</tr>
</tbody>
</table>

AY 2014 - in progress

<table>
<thead>
<tr>
<th>Year - category</th>
<th>4 terms</th>
<th>5 terms</th>
<th>6 terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014 - traditional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2015 - traditional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 - traditional</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Associate of Applied Science, Nursing Science Assessment Plan 2016
<table>
<thead>
<tr>
<th>Year/Category</th>
<th>4 terms</th>
<th>5 terms</th>
<th>6 terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014 - LPN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2015 - LPN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 - LPN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 - combined</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAA standard</td>
<td></td>
<td></td>
<td>85%</td>
</tr>
</tbody>
</table>

**AY 2015 - in progress**

<table>
<thead>
<tr>
<th>Year - category</th>
<th>4 terms</th>
<th>5 terms</th>
<th>6 terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015 - traditional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2016 - traditional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 - traditional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2015 - LPN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2016 - LPN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 - LPN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015 - combined</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAA standard</td>
<td></td>
<td></td>
<td>85%</td>
</tr>
</tbody>
</table>
Appendix B: NCLEX PASS RATE

MEASURE DESCRIPTION
The NCLEX-RN exam also known as the Nation Council Licensure Examination developed by the National Council of State Board of Nursing is a computer based adaptive exam given to determine an applicant’s ability to function in a entry-level nursing role.

Question categories:
➢ Safe and Effective Care Environment
➢ Management of Care
➢ Safety and Infection Control
➢ Health Promotion and Maintenance
➢ Psychosocial Integrity
➢ Physiological Integrity
➢ Basic Care and Comfort
➢ Pharmacological and Parenteral Therapies
➢ Reduction of Risk Potential
➢ Physiological Adaptation

FACTORS THAT AFFECT THE COLLECTED DATA

UAA AAS School of Nursing
First-Time NCLEX Pass Rates 2013-2015

FALL 2013

<table>
<thead>
<tr>
<th>Site/Category</th>
<th>Number of Students</th>
<th>First Time Pass Number</th>
<th>First Time Pass Percentage</th>
<th>Traditional: 69/76 = 90.79%</th>
<th>Overall Pass Rate Fall 2013: 71/79* = 89.87%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchorage</td>
<td>30</td>
<td>24</td>
<td>80%</td>
<td>69/76 = 90.79%</td>
<td>71/79* = 89.87%</td>
</tr>
<tr>
<td>Fairbanks</td>
<td>15</td>
<td>15</td>
<td>100%</td>
<td>66.67%</td>
<td></td>
</tr>
<tr>
<td>Homer</td>
<td>7</td>
<td>6</td>
<td>85.71%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juneau</td>
<td>8</td>
<td>8</td>
<td>100%</td>
<td>66.67%</td>
<td>71/79* = 89.87%</td>
</tr>
<tr>
<td>Ketchikan</td>
<td>7</td>
<td>7</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kotzebue</td>
<td>2</td>
<td>1/1 unknown</td>
<td>Unable to calculate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matsu</td>
<td>8</td>
<td>8</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Associate of Applied Science, Nursing Science Assessment Plan 2016
### SPRING 2014

<table>
<thead>
<tr>
<th>Site/Category</th>
<th>Number of Students</th>
<th>First Time Pass Number</th>
<th>First Time Pass Percentage</th>
<th>Traditional: 42/48= 87.50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchorage</td>
<td>31</td>
<td>29</td>
<td>93.55%</td>
<td>LPN: 6/7=85.71%</td>
</tr>
<tr>
<td>Kenai</td>
<td>7</td>
<td>7</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Kodiak</td>
<td>8</td>
<td>6</td>
<td>75%</td>
<td>Overall Pass Rate Spring 2014</td>
</tr>
<tr>
<td>Kotzebue</td>
<td>1</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Valdez</td>
<td>1</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td></td>
<td></td>
<td><strong>Academic Year 2013</strong></td>
</tr>
</tbody>
</table>

### 2013

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UAA mean =</strong></td>
<td><strong>88.81%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>National mean =</strong></td>
<td><strong>81.43%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FALL 2014

<table>
<thead>
<tr>
<th>Site/Category</th>
<th>Number of Students</th>
<th>First Time Pass Number</th>
<th>First Time Pass Percentage</th>
<th>Traditional: 39/41 = 95.12%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchorage</td>
<td>22</td>
<td>21</td>
<td>95%</td>
<td>LPN: 4/6 = 66.67%</td>
</tr>
<tr>
<td>Bethel</td>
<td>6</td>
<td>5</td>
<td>83.33%</td>
<td></td>
</tr>
<tr>
<td>Dillingham</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>Overall Pass Rate Fall 2014</td>
</tr>
<tr>
<td>Nome</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Sitka</td>
<td>9</td>
<td>9</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LPN</strong></td>
<td><strong>6</strong></td>
<td><strong>4</strong></td>
<td><strong>66.67%</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Spring 2015

<table>
<thead>
<tr>
<th>Site/Category</th>
<th>Number of Students</th>
<th>First Time Pass Number</th>
<th>First Time Pass Percentage</th>
<th>Traditional: 49/56* = 85.96%</th>
<th>LPN: 5/6 = 83.33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchorage</td>
<td>24</td>
<td>20 / 1 unknown</td>
<td>83.33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairbanks</td>
<td>16</td>
<td>15</td>
<td>93.75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juneau</td>
<td>9</td>
<td>8</td>
<td>88.89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenai</td>
<td>8</td>
<td>6</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Pass Rate Spring 2015**

<table>
<thead>
<tr>
<th></th>
<th>54/62* = 87.10%</th>
</tr>
</thead>
</table>

**Academic Year 2014**

97/109 = 88.99%

<table>
<thead>
<tr>
<th>LPN</th>
<th>6</th>
<th>5</th>
<th>83.33%</th>
</tr>
</thead>
</table>

2014

UAA mean = 88.99%

National mean = 79.26%

### Fall 2015

<table>
<thead>
<tr>
<th>Site/Category</th>
<th>Number of Students</th>
<th>First Time Pass Number</th>
<th>First Time Pass Percentage</th>
<th>Traditional - 37/44* = 86.05%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchorage</td>
<td>22</td>
<td>16 pass / 4 fail / 2 unknown</td>
<td>16/20 = 80%</td>
<td>LPN 5/5 = 100%</td>
</tr>
<tr>
<td>Homer</td>
<td>8</td>
<td>5 pass / 2 fail / 1 not yet taken</td>
<td>5/7 = 71.43%</td>
<td></td>
</tr>
</tbody>
</table>

Associate of Applied Science, Nursing Science Assessment Plan 2016
### Ketchikan

<table>
<thead>
<tr>
<th>Site/Category</th>
<th>Number of students</th>
<th>First time pass number</th>
<th>First time pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ketchikan</td>
<td>7</td>
<td>6</td>
<td>85.71%</td>
</tr>
</tbody>
</table>

### Matsu

<table>
<thead>
<tr>
<th>Site/Category</th>
<th>Number of students</th>
<th>First time pass number</th>
<th>First time pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matsu</td>
<td>7</td>
<td>7</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Valdez

<table>
<thead>
<tr>
<th>Site/Category</th>
<th>Number of students</th>
<th>First time pass number</th>
<th>First time pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valdez</td>
<td>3</td>
<td>3</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Total

<table>
<thead>
<tr>
<th>Site/Category</th>
<th>Number of students</th>
<th>First time pass number</th>
<th>First time pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LPN

<table>
<thead>
<tr>
<th>Site/Category</th>
<th>Number of students</th>
<th>First time pass number</th>
<th>First time pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPN</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

* 3 students have not taken NCLEX or no information yet. Percentage reflects those taken.

### Spring 2016

<table>
<thead>
<tr>
<th>Site/Category</th>
<th>Number of students</th>
<th>First time pass number</th>
<th>First time pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchorage</td>
<td>27</td>
<td>19 Pass/4 fail/4 unk.</td>
<td>19/23 = 82.6% 4 unk.</td>
</tr>
<tr>
<td>Fairbanks</td>
<td>14</td>
<td>13 Pass/1 unk.</td>
<td>13/13 = 100% - 1 unk.</td>
</tr>
<tr>
<td>Kenai</td>
<td>8</td>
<td>6</td>
<td>75%</td>
</tr>
<tr>
<td>Kodiak</td>
<td>8</td>
<td>7</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

### Total

<table>
<thead>
<tr>
<th>Site/Category</th>
<th>Number of students</th>
<th>First time pass number</th>
<th>First time pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2015

<table>
<thead>
<tr>
<th>Site/Category</th>
<th>Number of students</th>
<th>First time pass number</th>
<th>First time pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPN</td>
<td>4</td>
<td>2 Pass/1 fail/1 unk.</td>
<td>2/3 = 66.67%</td>
</tr>
</tbody>
</table>

**2015**

- **UAA mean = in progress**
- **National mean = 82.00%**

Associate of Applied Science, Nursing Science Assessment Plan 2016
APPENDIX B:

STANDARDIZED NURSING EXAMINATIONS FROM
HESI/EVOLVE

Tool Descriptions:

HESI/EVOLVE has multiple testing resources for nursing with national norms statistically established and continually reevaluated and adjusted. The information in this appendix was obtained from HESI/EVOLVE web site which explains and describes the development and use of standardized nursing examinations.

https://evolve.elsevier.com/

The Exams used by the AAS Nursing Program to measure outcomes are:

➢ HESI Medical Surgical Nursing Exam: includes sub measures for Critical Thinking, Nursing Process and Client Needs categories (Safe Effective Care, Physiologic Integrity, Psychosocial Integrity, and Health Promotion), as well as for ACEN Accreditation Categories, and NLN Core Competency Categories, QSEN competencies.

➢ HESI Psychiatric Nursing Exam: includes sub measures for Critical Thinking, Nursing Process and Client Needs categories (Safe Effective Care, Physiologic Integrity, Psychosocial Integrity, and Health Promotion), as well as for ACEN Accreditation Categories, and NLN Core Competency Categories, and QSEN competencies.

➢ HESI Maternal and Child Health Nursing - includes measures for care of patient needing antenatal, prenatal, and postpartum care. (Safe Effective Care, Physiologic Integrity, Psychosocial Integrity, and Health Promotion), as well as for ACEN Accreditation Categories, and NLN Core Competency Categories, and QSEN competencies.

➢ HESI Pediatric Exam: Care of the pediatric patient throughout the lifespan. (Safe Effective Care, Physiologic Integrity, Psychosocial Integrity, and Health Promotion), as well as for ACEN Accreditation Categories, and NLN Core Competency Categories, and QSEN competencies.

➢ HESI Exit Exam: Evaluates measures for care of patients throughout the lifespan. (Human flourishing, Nursing Judgment, Nursing Practice, Professional Identity, Spirit of Inquiry) and QSEN competencies (Patient Centered Care, Teamwork and Collaboration, Evidence Based Practice, Quality and Safety).

FACTORS AFFECTING THE COLLECTION OF THE DATA:

Testing is completed near the end of the students’ core nursing courses each semester of the nursing program. One factor affecting the testing is the need to test graduates-to-be at a variety of times.

Associate of Applied Science, Nursing Science Assessment Plan 2016
throughout the last semester based on their schedules and access to the testing. The HESI Medical-
Surgical Test is given in NURS A225: Medical-Surgical Nursing II and NURS A250: Psychiatric Nursing.
Each test counts as 5% of the students’ grade in the 100 level courses and 10% of the overall grade in
the 200 level core courses. Faculty members in the last semester courses have been encouraged to
explain the significance and value of these exams for the students and for the assessment of the
educational program.

HOW TO INTERPRET THE DATA:

The data are interpreted and graded utilizing the mean scores for each group in the areas being
examined by the standardized examinations and by comparison to the national norms on the exams.

Since the implementation of the HESI and other testing, curriculum changes the students’ continue to
have high pass rates on HESI and NCLEX-RN. Faculty members remain confident the program is
offering the students’ a program consistent with professional standards.

The tables and graphs that follow show trends from the 2014 and 2015 HESI Exit Exam results.
Table 4: 2014-2015 UAA Associate Degree Student HESI Exit Exam Result

<table>
<thead>
<tr>
<th>HESI EXIT EXAM COMPETENCIES</th>
<th>2014 SPRING</th>
<th>2014 FALL</th>
<th>2015 SPRING</th>
<th>2015 FALL</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Flourishing</td>
<td>848</td>
<td>836</td>
<td>879</td>
<td>847</td>
<td>852.5</td>
</tr>
<tr>
<td>Nursing Judgment</td>
<td>885</td>
<td>829</td>
<td>846</td>
<td>842</td>
<td>850.5</td>
</tr>
<tr>
<td>Nursing Practice</td>
<td>889</td>
<td>830</td>
<td>835</td>
<td>842</td>
<td>849.0</td>
</tr>
<tr>
<td>Professional Identity</td>
<td>887</td>
<td>804</td>
<td>820</td>
<td>841</td>
<td>838.0</td>
</tr>
<tr>
<td>Spirit of Inquiry</td>
<td>969</td>
<td>723</td>
<td>875</td>
<td>907</td>
<td>868.5</td>
</tr>
</tbody>
</table>

EXIT HESI QSEN COMPETENCIES

<table>
<thead>
<tr>
<th>EXIT HESI QSEN COMPETENCIES</th>
<th>2014 SPRING</th>
<th>2014 FALL</th>
<th>2015 SPRING</th>
<th>2015 FALL</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pt- centered Care</td>
<td>886</td>
<td>806</td>
<td>824</td>
<td>826</td>
<td>835.5</td>
</tr>
<tr>
<td>Teamwork &amp; Collaboration</td>
<td>866</td>
<td>818</td>
<td>814</td>
<td>784</td>
<td>820.5</td>
</tr>
<tr>
<td>Evidence Based Practice</td>
<td>886</td>
<td>829</td>
<td>843</td>
<td>841</td>
<td>849.75</td>
</tr>
<tr>
<td>Quality</td>
<td>914</td>
<td>823</td>
<td>859</td>
<td>823</td>
<td>854.5</td>
</tr>
<tr>
<td>Safety</td>
<td>893</td>
<td>822</td>
<td>853</td>
<td>834</td>
<td>850.5</td>
</tr>
</tbody>
</table>
AAS NURSING GRADUATE AND EMPLOYER SURVEYS

TOOL DESCRIPTION:

Graduate and Employer Surveys:
These tools are AAS Nursing Program developed survey instruments designed to gather demographic information from graduates and employers along with perceptions of graduate preparedness in the following areas: utilization of nursing process, communication skills, organizational skills, therapeutic nursing interventions and critical thinking skills plus overall satisfaction with the AAS program.

FACTORS THAT AFFECT THE COLLECTED DATA:

The biggest factor affecting the data collected is the low return rate on the mailed-out surveys. Graduates are asked to give the employer survey to their employer and thus this return rate is even lower than that for the graduates. The survey was professionally printed in 2006 to hopefully increase ease of completion and return. Also the forms were printed with numbers to be used in tracking the return of forms and thus allowing for a second mailing to those who did not return surveys. Even with these measures the return rate has not increased significantly. The Dec. 2006 graduate survey had only one survey returned and is currently in process of being re-surveyed in hopes of obtaining a better response rate. Working nurses are busy and may not feel they have time to complete the survey. Faculty has been asked to personally encourage the students near graduation to expect the survey in about one year and to please complete and return it for the benefit of the program.

HOW TO INTERPRET THE DATA:

Data from each returned survey are entered into an SPSS data file for analysis. This allows for reporting of descriptive statistics including frequencies, percentages and measures of central tendency. Data is thus aggregated and reported annual so that trends may be noted through longitudinal gathering and reporting of data.

The next pages include copies of the survey tools and a sample report of the information from the tool.

Benchmarks and grading are used to see if outcomes were met. The Likert scale is 1-4 from lowest to highest rating and the benchmark for meeting outcomes is mean score greater than or equal to 3 on the scale.
APPENDIX C:

University of Alaska Anchorage
Associate Degree Nursing Program
Graduate Follow-Up Survey

(Month and Year of Graduation)

1. Are you currently employed as a Registered Nurse? _____ Yes _____ No
   
   If yes, please complete A-E below:
   
   a. Are you employed in the state of Alaska? _____ Yes _____ No
   
   b. Primary role in which employed: (choose one) _____ Staff nurse _____ Educator
      _____ Supervisor/manager _____ Utilize Review/Quality Assess. Other(list) ______
   
   c. Primary place of employment as a Registered Nurse since graduation:
      _____ Hospital _____ Long term care facility Other(list)________
      _____ Clinic/office _____ Home health agency
   
   d. Length of time employed in this setting: _____ < 3 months _____ 3 – 6 months
      _____ 6 – 9 months _____ > 9 months
   
   e. Is your employment: _____ full-time _____ part-time _____ pool/registry

2. How soon following your graduation were you able to secure nursing employment?
   _____ Within 3 months _____ Within 1 year
   _____ Within 6 months _____ Have not found employment

3. Since your graduation, have you:
   a. taken Continuing Education courses? _____ Yes _____ No
      
      If Yes, approximately how many courses: _____
   
   b. volunteered your nursing expertise? (community) _____ Yes _____ No
   
   c. joined the American Nurses Association(ANA)? _____ Yes _____ No
   
   d. participated in the activities sponsored by State NA or ANA _____ Yes _____ No
   
   e. joined and/or participated in any specialty nursing groups? _____ Yes _____ No
   
   f. made plans to further your formal nursing education? _____ Yes _____ No
      
      If yes, please specify:________________________________

4. Please estimate the degree to which your nursing studies at UAA assisted you in the following:
   
   Utilization of the Nursing Process
   Ability to:
   
<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Very Little</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. assess developmental stage and needs for individual patient</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>b. identify nursing diagnosis based upon assessment data</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>c. plan individualized total nursing care based upon the identified needs of the patient</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>d. prioritize and implement nursing care</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

Associate of Applied Science, Nursing Science Assessment Plan 2016
e. evaluate degree to which planned and implemented nursing care led to achievement of patient outcomes and revise care as needed (over, please complete page 2)

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Very Little</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. communicate with patients/significant others</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>b. communicate with individuals from diverse backgrounds</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>c. communicate with co-workers and other health team members</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational Skills</th>
<th>Ability to:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. prioritize nursing needs for groups of patients</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. manage and coordinate the care for a small group of patients utilizing allied health personnel</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Thinking Skills</th>
<th>Ability to:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. analyze the significance of clinical data and select appropriate strategies based upon this analysis</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. use past experiences to anticipate and formulate further courses of action</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. reflect on own behavior and identify methods to strengthen performance</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Therapeutic Nursing Interventions</th>
<th>Ability to:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. demonstrate expertise with basic psychomotor tasks (e.g., asepsis hygiene, nasogastric tubes and tube feeding, Foley catheters)</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. demonstrate expertise with more complex tasks (e.g., I.V.’s, tracheal suctioning, emergencies)</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. correctly administer medications</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. plan, implement and evaluate nursing care which follows ethical and legal standards</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. plan and implement patient education and discharge plans</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. identify and assess current trends in health care</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

f. Rate your overall satisfaction with your nursing education at UAA:

1 2 3 4

5. Please identify weaknesses of the nursing studies that you completed at UAA:

_________________________________________________________________________________
_________________________________________________________________________________ 

6. Please identify strengths of the nursing studies that you completed at UAA:

_________________________________________________________________________________
_________________________________________________________________________________ 

Please return form in the postage paid envelope provided

Associate of Applied Science, Nursing Science Assessment Plan 2016
**APENDIX D:**

University of Alaska Anchorage Associate Degree Nursing Program  
**Employer Survey**  
Graduate Follow-Up Evaluation  
(Month and Year) Graduating Class

1. Please estimate the degree to which you feel the employee is able to accomplish the following:

<table>
<thead>
<tr>
<th>Utilization of the Nursing Process</th>
<th>Very Little</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to:</td>
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<tr>
<td>e. evaluate degree to which planned and implemented nursing care led to achievement of desired patient outcomes and revise care as needed and appropriate</td>
<td>1 2 2 4</td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>Communication Skills</th>
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(over, please complete back side, p. 2)

<table>
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<th>Therapeutic Nursing Interventions</th>
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<tr>
<td>Associate of Applied Science, Nursing Science Assessment Plan 2016</td>
<td></td>
<td></td>
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</tbody>
</table>
a. demonstrate expertise with basic psychomotor tasks (e.g., asepsis, hygiene, nasogastric tubes and tube feeding, Foley catheters)  
   1  2  3  4
b. demonstrate expertise with more complex tasks (e.g., I.V.’s, tracheal suctioning, emergencies)  
   1  2  3  4
c. correctly administer medications  
   1  2  3  4
d. plan, implement and evaluate nursing care which follows ethical and legal standards  
   1  2  3  4
e. plan and implement patient education and discharge plans  
   1  2  3  4
f. identify and assess current trends in health care  
   1  2  3  4

2. Please rate your OVERALL satisfaction with employee’s first year of performance as an entry level RN.  
   1  2  3  4
   Low  High

3. Please identify any areas in which you feel your employee could have been better prepared while a nursing student at UAA: (please include another page if need more space)
Master of Education in Special Education & Graduate Certificate in Special Education

Academic Assessment Plan

Adopted by

The Special Education faculty: May 2017

Submitted to the Academic Assessment Committee: May 1, 2017

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 5/4/18
Reviewed as an information item by the Faculty Senate: 5/4/18

Reviewed by the Academic Assessment Committee: 5/5/17
Reviewed as an information item by the Faculty Senate: 5/5/17
MISSION STATEMENT

We prepare educators and support the lifelong learning of special education professionals to embrace diversity and to be intellectually and ethically strong, resilient, and passionate in their work with Alaska’s learners, families, and communities.

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with a Master of Education and Graduate Certificate in Special Education will be able to:

- Utilize a variety of assessments to identify specific areas of student strengths and weaknesses and use the results to guide instruction.
- Individualize instruction to meet the specific needs of students with disabilities in inclusive settings.
- Support and promote inclusiveness and equity for students with diverse cultural and ethnic backgrounds.
- Apply the legal and ethical principles associated with special education.
- Promote a positive social environment for all students, particularly those with significant emotional and/or behavioral disorders.
- Develop and maintain an atmosphere of collaboration with teachers, parents, administrators, and paraprofessionals.
- Critically analyze and apply principles of research.
- Demonstrate literacy regarding theoretical perspectives associated with human development and learning.

MEASURES

Assessment #1: Licensure assessment, or other content-based assessment
- Praxis II 5011 (Curriculum & Instruction), or 5014 (Content Knowledge)
- Licensure Exam
- Prior to graduation

Assessment #2: Assessment of content knowledge in special education
- Case Study Project
- Individualized Education Plan /Lesson Plan (generalization & maintenance) & Instructional Program
- EDSE A635 Universal Design for Learning: Differentiation of Instruction for All Learners

Assessment #3: Assessment of candidate ability to plan instruction
- Literacy Project
- Individualized Education Plan /Lesson Plan (Literacy)
- EDSE A623 Language & Literacy

Assessment #4: Assessment of student teaching
- Internship Evaluation
- Final Internship Evaluation
- EDSE A695 Advanced Internship

Assessment #5: Assessment of candidate effect on student learning
- Behavior Change Project
- Functional Behavior Assessment/Behavior Support Plan
- EDSE A624: Social and Emotional Development

Assessment #6: Additional assessment that addresses CEC standards
- Math Lesson Plan Project
- Individualized Education Plan/Lesson Plan (Math)
- EDSE A625: Teaching Math to Special Learners

Assessment #7: Additional assessment that addresses CEC standards
- Capstone Project
- EDSE A695 Advanced Internship

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize a variety of assessments to identify specific areas of student strengths and weaknesses and use the results to guide instruction.</td>
<td>Assessment #1: Licensure assessment, or other content-based assessment</td>
</tr>
<tr>
<td>Assessment #4: Assessment of student teaching</td>
<td>Assessment #5: Assessment of candidate effect on student learning</td>
</tr>
<tr>
<td>Assessment #6: Additional assessment that addresses CEC standards</td>
<td></td>
</tr>
<tr>
<td>Individualize instruction to meet the specific needs of students with disabilities in inclusive settings.</td>
<td>Assessment #1: Licensure assessment, or other content-based assessment</td>
</tr>
<tr>
<td>Assessment #3: Assessment of candidate ability to plan instruction</td>
<td>Assessment #4: Assessment of student teaching</td>
</tr>
<tr>
<td>Assessment #6: Additional assessment that addresses CEC standards</td>
<td>Assessment #7: Additional assessment that addresses CEC standards</td>
</tr>
<tr>
<td>Support and promote inclusiveness and equity for students with diverse cultural and ethnic</td>
<td>Assessment #1: Licensure assessment, or other content-based assessment</td>
</tr>
<tr>
<td></td>
<td>Assessment #4: Assessment of student teaching</td>
</tr>
<tr>
<td></td>
<td>Assessment #6: Additional assessment that addresses CEC standards</td>
</tr>
<tr>
<td>Backgrounds</td>
<td>Content-Based Assessment</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Assessments #1: Licensure assessment, or other content-based assessment</td>
<td></td>
</tr>
<tr>
<td>Assessments #3: Assessment of candidate ability to plan instruction</td>
<td></td>
</tr>
<tr>
<td>Assessments #4: Assessment of student teaching</td>
<td></td>
</tr>
<tr>
<td>Assessments #5: Assessment of candidate effect on student learning</td>
<td></td>
</tr>
<tr>
<td>Assessments #6: Additional assessment that addresses CEC standards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apply the Legal and Ethical Principles Associated with Special Education</th>
<th>Assessments #4: Assessment of student teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments #5: Assessment of candidate effect on student learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Promote a Positive Social Environment for All Students, Particularly Those with Significant Emotional and/or Behavioral Disorders</th>
<th>Assessments #5: Assessment of candidate effect on student learning</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Develop and Maintain an Atmosphere of Collaboration with Teachers, Parents, Administrators, and Paraprofessionals</th>
<th>Assessments #2: Assessment of content knowledge in special education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments #4: Assessment of student teaching</td>
<td></td>
</tr>
<tr>
<td>Assessments #7: Additional assessment that addresses CEC standards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critically Analyze and Apply Principles of Research</th>
<th>Assessments #4: Assessment of student teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments #7: Additional assessment that addresses CEC standards</td>
<td></td>
</tr>
</tbody>
</table>

| Demonstrate Literacy Regarding Theoretical Perspectives Associated with Human Development and Learning | Assessments #1: Licensure assessment, or other content-based assessment |
PROCESS

The program faculty will meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15th each year. A plan for implementing the recommended changes, including of advertising the changes to all the program’s stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities
Chemistry BS

Academic Assessment Plan

Reviewed as an information Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 5/4/18
Reviewed by the Faculty Senate as an information item: 5/4/18
PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with a Bachelor of Science in Chemistry will be able to:

- Evaluate and critically solve problems related to the chemical sciences and communicate those solutions.
- Develop proficiency in scientific inquiry including laboratory technique, data analysis, literature review, and experimental design.

MEASURES

Program assessment tools are the following:

**Program Objectives Assessment Tools and Administration**

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS</td>
<td>Compile national percentile rankings based on ACS exam scores for General, Organic, and Biochemistry.</td>
<td>Annually/ Spring 2015</td>
<td>Administration of exams by instructors of record</td>
<td>Assessment coordinator</td>
</tr>
<tr>
<td>DFW</td>
<td>Identify the rates of non-successful completion of course content for each chemistry course</td>
<td>Annually/ Spring 2015</td>
<td>Grade data compiled with assistance from hub staff</td>
<td>Assessment coordinator</td>
</tr>
<tr>
<td>Grade Distributions</td>
<td>Compile the composite distribution of grades assigned for all chemistry classes, compare to 3-year rolling average</td>
<td>Annually/ Spring 2015</td>
<td>Grade data compiled with assistance from hub staff</td>
<td>Assessment coordinator</td>
</tr>
<tr>
<td>Survey</td>
<td>Survey of graduates from previous years</td>
<td>Every 4 years/ Spring 2003</td>
<td>Distribution of letter and questionnaire</td>
<td>Chair and/or Designated member of department</td>
</tr>
</tbody>
</table>
OEC in Cisco Certified Network Associate (CCNA) and AAS in Computer and Networking Technology

Academic Assessment Plan

Adopted by

The Computer and Networking Technology faculty: March 30, 2018

Reviewed by the Academic Assessment Committee as an information item: 5/4/18
Reviewed by the Faculty Senate as an information item: 5/4/18
MISSION STATEMENT

The Computer and Networking Technology (CNT) program provides entry level skills and ongoing career education to meet the demand for well-trained technicians in networking and computer system operations. CNT offers opportunities for student success in achieving their ongoing goals in advanced academic programs.

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with an Associate of Applied Science in Computer and Networking Technology will be able to demonstrate:

- Proficiency in Cisco router installation, configuration and troubleshooting in multi-protocol inter-networks.
- Proficiency in Cisco switch and VLAN installation, configuration and troubleshooting in multi-protocol inter-networks.
- Competency in entry-level tasks of planning, design, installation, operation and troubleshooting Ethernet and TCP/IP networks.
- Computer literacy in PC applications and operating systems.
- Proficiency in PC architecture, troubleshooting and repair.
- The installation, configuration, basic administration and troubleshooting of the current prevalent operating systems.
- Basic computer and network system administration.
- The configuration and maintenance of network and computer system security including security incident response.
- Proper documentation, customer service skills, phone and closing skills.
- The ability to think critically and solve problems within the domain.

Students graduating with an Occupational Endorsement Certificate in Cisco Certified Network Associate (CCNA) will be able to demonstrate:

- Proficiency in Cisco router installation, configuration and troubleshooting in multi-protocol inter-networks.
- Proficiency in Cisco switch and VLAN installation, configuration and troubleshooting in multi-protocol inter-networks.
- Competency in entry-level tasks of planning, design, installation, operation and troubleshooting Ethernet and TCP/IP networks.

**MEASURES**

**ASSOCIATION OF ASSESSMENT MEASURES TO STUDENT LEARNING OUTCOMES**

The following table contains the measures for the CNT AAS.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measure 1</th>
<th>Measure 2</th>
<th>Measure 3</th>
<th>Measure 4</th>
<th>Measure 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency in Cisco router installation, configuration and troubleshooting in multi-protocol inter-networks.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Proficiency in Cisco switch and VLAN installation, configuration and troubleshooting in multi-protocol inter-networks.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Competency in entry-level tasks of planning, design, installation, operation and troubleshooting Ethernet and TCP/IP networks.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Computer literacy in PC applications and operating systems.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Proficiency in PC architecture, troubleshooting and repair.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>The installation, configuration, basic administration and troubleshooting of the current prevalent operating systems.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Basic computer and network system administration.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>The configuration and maintenance of network and computer system security including security incident response.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Proper documentation, customer service skills, phone and closing skills.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The ability to think critically and solve problems.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Measure is not used to measure the associated outcome.  
1 = Measure is used to measure the associated outcome.

The following table contains the measures for CCNA OEC.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measure 1</th>
<th>Measure 2</th>
<th>Measure 4</th>
<th>Measure 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency in Cisco router installation, configuration and troubleshooting in multi-protocol inter-networks.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Proficiency in Cisco switch and VLAN installation, configuration and troubleshooting in multi-protocol inter-networks.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Competency in entry-level tasks of planning, design, installation, operation and troubleshooting Ethernet and TCP/IP networks.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Measure is not used to measure the associated outcome.  
1 = Measure is used to measure the associated outcome.
### ASSESSMENT MEASURES AND ADMINISTRATION

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1</td>
<td>CompTIA A+ &amp; NET+ Industry Certification Tests</td>
<td>As available</td>
<td>Testing units</td>
<td>Testing units</td>
</tr>
<tr>
<td>Measure 2</td>
<td>Cisco CCNA Certification Test</td>
<td>As available</td>
<td>Testing units</td>
<td>Testing units</td>
</tr>
<tr>
<td>Measure 3</td>
<td>Customer Service Certification</td>
<td>As available</td>
<td>Testing units</td>
<td>Testing units</td>
</tr>
<tr>
<td>Measure 4</td>
<td>Course Case Studies</td>
<td>As scheduled</td>
<td>Instructor tabulates scores</td>
<td>Course instructor</td>
</tr>
<tr>
<td>Measure 5</td>
<td>Course Practical Exams</td>
<td>As scheduled</td>
<td>Instructor tabulates scores</td>
<td>Course instructor</td>
</tr>
</tbody>
</table>

### MEASURE 1

**Measure Description:**

The CompTIA A+ and Net+ certifications are the industry standard validating the vendor-neutral skills expected of an entry-level computer technician that can also handle basic networking.

**Factors that affect the collected data:**

Testing for the CompTIA A+ and Net+ certifications are voluntary on the student’s part as is the reporting of the results of tests.

**How to interpret the data:**

These industry certifications provide an external objective validation of the learning outcomes.

The CompTIA A+ examinee must demonstrate basic knowledge of installing, configuring, upgrading, troubleshooting, and repairing desktop computer systems as well as demonstrate the ability to provide documentation and appropriate customer support.

The CompTIA Net+ examinee must demonstrate the skills needed to troubleshoot, configure, and manage both wired and wireless networks.

### MEASURE 2

**Measure Description:**

The Cisco Certified Network Associate (CCNA) certification is a worldwide industry benchmark in entry level capabilities in networking.

**Factors that affect the collected data:**
Testing for the CCNA certification is voluntary on the student’s part as is the reporting of the results of test.

**How to interpret the data:**

The CCNA certification provides an external objective validation of the learning outcomes.

The CCNA certification (Cisco Certified Network Associate) tests an examinee’s knowledge and skills related to network fundamentals, LAN switching technologies, IPv4 and IPv6 routing technologies, WAN technologies, infrastructure services, infrastructure security, and infrastructure management.

**MEASURE 3**

**Measure Description:**

The International Customer Service Association (ICSA) certification is an international benchmark for customer service representatives.

**Factors that affect the collected data:**

Testing for the ICSA certification is voluntary on the student’s part.

**How to interpret the data:**

The ICSA certification provides an external objective validation of the learning outcomes.

ICSA certification tests the following learning objectives:

1. Define the parameters of customer service and the attitudes, knowledge and skills needed to create and maintain a customer service orientation.
2. Describe how a customer service focus is influenced by the organization’s mission, vision, resource management and services.
3. Assess personal attitude, knowledge and skills in relationship to customer service.
4. Describe ways to measure and analyze customer satisfaction internally and externally.
5. Develop management skills for influencing, correcting and leading a customer-driven organization.
6. Develop a personal plan for implementing customer service fundamentals in the workplace.

**MEASURE 4**

**Measure Description:**

The case studies allow the students to complete a large project that applies the skills gained in the course.

**Factors that affect the collected data:**

Limited equipment availability may reduce the efficiency of this tool.
**How to interpret the data:**

Each course will provide a list of requirements for the case study and a point scale for each area. The instructor will then tabulate the total points to provide a final score.

**Courses that may include case studies:**

- CNT A162 PC Building, Upgrading and Architecture
- CNT A170 CCNA 1
- CNT A261 CCNA 2
- CNT A270 CCNA 3
- CNT A271 CCNA 4
- CNT A280 Server Operating Systems

**Measure Description:**

The practical finals have the students demonstrate most of the skills being presented in the course.

**Factors that affect the collected data:**

Limited time and equipment availability may reduce the overall scope of the exam.

**How to interpret the data:**

Each course will provide a list of requirements for the practical exam, and a point scale for each area. The instructor will then tabulate the total points to provide a final score.

**Courses that include practical finals:**

- CNT A170 CCNA 1
- CNT A261 CCNA 2
- CNT A270 CCNA 3
- CNT A271 CCNA 4
- CNT A280 Server Operating Systems

**PROCESS**

The program assessment coordinator (faculty service assignment) will inform all faculty teaching courses that incorporate assessment tools of the requirement to submit data as appropriate to the tool. The data will be collected at the end of the fall and spring semesters. The data will be collated and analyzed after the spring semester and before the next fall semester. The CCNA OEC courses and learning outcomes are all completely contained within the CNT AAS, so there is one assessment plan to cover both.
The program faculty members are responsible for the content of and the implementation of the specific course case studies and practical exams.

Faculty will work with the students to setup, log and keep track of the students taking certification exams and their pass rates.

CNT faculty will meet at least once a year to review the data collected using the assessment tools. This meeting could result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be submitted to the Office of Academic Affairs (in the required format) each year.

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the Program Assessment Plan. Changes may be made to any component of the plan, including the outcomes, assessment tools, or any other aspect of the plan. The changes will be approved by the faculty of the program. The modified assessment plan will be forwarded to the dean’s office and the Office of Academic Affairs.
Sample Case Study

Appendix A: CNT A271 Project

Tool Description:

Each student will be assigned a city with the host requirements and address allocation as shown. The student will use this information to construct and configure a network for their city. Once the city network is successfully configured, the students from each city within the state will connect the city networks together into one larger state network. When that task is completed, the state networks will be connected to form a national network.

Factors that affect the collected data:

The overall completion of the group project depends upon the student successfully completing their individual tasks correctly and in a timely manner.

How to interpret the data:

The assessment lists the requirements and tasks for the practical exam, and a point scale for successfully completing each area. The instructor tabulates the total points to provide a final score for the assessment.

Example Project:

Project Host and Routing Protocol Assignment

CNT A271 CCNA 4  Class Project

Each student will be assigned a city with the host requirements and address allocation as shown. The student will use this information to construct and configure a network for their city. Once the city network is successfully configured, the students from each city within the state will connect the city networks together into one larger state network. When that task is completed, the state networks will be connected to form a national network. This project verifies that the student has attained the skills required to design, build, configure, and implement a large enterprise network.

<table>
<thead>
<tr>
<th>Alaska</th>
<th>Branch 1</th>
<th>HQ Acct</th>
<th>HQ Prod</th>
<th>HQ Mgmt</th>
<th>Branch 2</th>
<th>172.16.0.0/16</th>
<th>10.0.0.1/30 &amp; 5/30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchorage</td>
<td>500</td>
<td>400</td>
<td>100</td>
<td>200</td>
<td>50</td>
<td></td>
<td></td>
</tr>
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<td>Fairbanks</td>
<td>600</td>
<td>500</td>
<td>200</td>
<td>400</td>
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<td></td>
<td></td>
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<tr>
<td>Juneau</td>
<td>400</td>
<td>200</td>
<td>50</td>
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<tr>
<td>California</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>172.17.0.0/16</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>200</td>
<td>100</td>
<td>600</td>
<td>50</td>
<td>500</td>
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<td></td>
</tr>
<tr>
<td>San Francisco</td>
<td>150</td>
<td>50</td>
<td>650</td>
<td>400</td>
<td>450</td>
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<td>400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td></td>
<td></td>
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<td>172.18.0.0/16</td>
<td></td>
</tr>
<tr>
<td>New York</td>
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<td>150</td>
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<tr>
<td>Albany</td>
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<td>250</td>
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<td>150</td>
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<tr>
<td>Buffalo</td>
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<td>100</td>
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<td>450</td>
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</tr>
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<td>Florida</td>
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<td></td>
<td></td>
<td></td>
<td>172.19.0.0/16</td>
<td></td>
</tr>
<tr>
<td>Miami</td>
<td>250</td>
<td>150</td>
<td>650</td>
<td>100</td>
<td>550</td>
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<td></td>
</tr>
<tr>
<td>Jacksonville</td>
<td>100</td>
<td>650</td>
<td>450</td>
<td>550</td>
<td>250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orlando</td>
<td>550</td>
<td>450</td>
<td>150</td>
<td>250</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas</td>
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<td></td>
<td></td>
<td></td>
<td>172.20.0.0/16</td>
<td></td>
</tr>
<tr>
<td>Dallas</td>
<td>700</td>
<td>600</td>
<td>300</td>
<td>500</td>
<td>200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OEC in Cisco Certified Network Associate (CCNA) and AAS in Computer and Networking Technology
Divide your State’s assigned address space into 4 equal subnets, use the first 3 for your cities.
Subnet your city using best practice VLSM practices.
Intercity serial links will use PPP with CHAP authentication.
The HQ routers will provide DHCP for their city.
Provide a separate VLAN for switch management.

<table>
<thead>
<tr>
<th>City</th>
<th>1000</th>
<th>60</th>
<th>100</th>
<th>250</th>
<th>500</th>
<th>EIGRP 11</th>
<th>10.0.0.34/30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houston</td>
<td>225</td>
<td>450</td>
<td>500</td>
<td>1100</td>
<td>500</td>
<td>EIGRP 22</td>
<td>10.0.0.38/30</td>
</tr>
<tr>
<td>Galveston</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>172.21.0.0/16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seattle</td>
<td>100</td>
<td>300</td>
<td>600</td>
<td>450</td>
<td>900</td>
<td>OSPF 1</td>
<td>10.0.0.41&amp;45/30</td>
</tr>
<tr>
<td>Spokane</td>
<td>1200</td>
<td>50</td>
<td>100</td>
<td>200</td>
<td>400</td>
<td>EIGRP 11</td>
<td>10.0.0.42/30</td>
</tr>
<tr>
<td>Tacoma</td>
<td>600</td>
<td>400</td>
<td>1000</td>
<td>50</td>
<td>100</td>
<td>EIGRP 22</td>
<td>10.0.0.46/30</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philadelphia</td>
<td>800</td>
<td>1100</td>
<td>100</td>
<td>200</td>
<td>250</td>
<td>OSPF 1</td>
<td>10.0.0.49&amp;53/30</td>
</tr>
<tr>
<td>Pittsburgh</td>
<td>500</td>
<td>800</td>
<td>900</td>
<td>250</td>
<td>100</td>
<td>EIGRP 11</td>
<td>10.0.0.50/30</td>
</tr>
<tr>
<td>Harrisburg</td>
<td>450</td>
<td>250</td>
<td>100</td>
<td>150</td>
<td>650</td>
<td>EIGRP 22</td>
<td>10.0.0.54/30</td>
</tr>
</tbody>
</table>

**Individual Student Assigned City Network**
Diesel Power Technology
AAS Degree
&
Undergraduate Certificate

Academic Assessment Plan

Adopted by

The Diesel Power Technology faculty: March 21, 2018

Reviewed by the Academic Assessment Committee: 5/4/18
Reviewed by the Faculty Senate as an information item: 5/4/18
# Table of Contents

- Mission Statement .................................................................................................................. 3
- Assessment Process .................................................................................................................. 3
  - Introduction ............................................................................................................................ 3
  - Program Student Learning Outcomes ................................................................................... 3
  - Measures ................................................................................................................................. 4
- Table 1: Program Outcomes Assessment Measures and Administration ............................... 5
- Table 2: Association of Assessment Measures to Program Outcomes .................................... 6
Mission Statement

The Diesel Power Technology program at the University of Alaska Anchorage prepares students for high demand careers in the transportation repair and maintenance field, to assists working diesel power technicians in remaining current through facilitation of continuing and professional education, through excellence in teaching technical and employability skills, and through seeking to align curriculum with related programs across Alaska. The program offers a two-year associate of applied science degree, and an embedded undergraduate degree with a one-year fast-track option.

Assessment Process

Introduction

This document defines the expected student learning outcomes for the Diesel Power Technology program and outlines a plan for assessing the achievement of the stated outcomes. This assessment plan reflects student learning outcomes incorporated in curriculum revisions submitted during the 2016 academic year. The faculty will continue to assess the specific NATEF technical areas as embedded items within the assessment tools.

The development of the student learning outcomes is focused on accreditation requirements. These requirements are reviewed by and industry partners to determine prioritization for inclusion in the curriculum. Per accreditation requirements, the Diesel Power Technology advisory committee reviews the curriculum at least twice during the 5-year accreditation cycle, and program effectiveness at least one time per year.

The NATEF accreditation of the Diesel Power Technology program applies to both the AAS and certificate programs. Because the Diesel Power Technology AAS and Certificate programs are based on the same core curriculum and the same national standards, this assessment plan contains measures and means for assessing both programs.

Program Student Learning Outcomes

Students graduating with an Associate of Applied Science Degree in Diesel Power Technology will be able to:

- Demonstrate academic proficiency necessary to pass national examinations within the domain.
- Demonstrate proficiency in performing occupationally related tasks in a professional setting.
- Integrate knowledge from diverse areas to develop effective diagnostic and repair strategies involving complex systems.
- Request, collect, summarize, evaluate, and apply oral and written information gathered from technical (e.g. schematics, technical bulletins, and service information) and nontechnical (e.g. customer oral and written reports) sources regarding symptoms and potential diagnostic and repair strategies for diesel powered equipment.
- Apply knowledge gained from previous education and experience to problem solving to aid in diagnosis and repair for the immediate situation.
• Demonstrate effective employability skills, including oral and written communication skills, as required by the 2014 accreditation standards for the National Automotive Technicians Education Foundation.

• Demonstrate technical knowledge and critical thinking necessary for success in the heavy-duty maintenance and repair industry.

Students graduating with an Undergraduate Certificate in Diesel Power Technology will be able to:

• Demonstrate technical knowledge and critical thinking necessary for success in the heavy-duty maintenance and repair industry.

• Demonstrate academic proficiency necessary to pass national examinations within the domain.

• Demonstrate proficiency in performing occupationally related tasks in a professional setting.

• Integrate knowledge from diverse areas to develop effective diagnostic and repair strategies involving complex systems.

• Demonstrate effective employability skills, including oral and written communication skills, as required by the 2014 accreditation standards for the National Automotive Technicians Education Foundation.

**Measures**

The program uses the following three measures to assess program effectiveness:

1. National Automotive Student Skills Standards Assessment (NA3SA)
2. Employer Survey/Practicum Report
3. National Institute for Automotive Service Excellence (ASE) certification tests

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 1. The measures and their relationships to the program outcomes are listed in Table 2.
<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA3SA Exams</td>
<td>The NA3SA Exams are a series of national exams, corresponding to the areas recognized by the National Institute for Automotive Service Excellence (ASE). The program utilizes all tests from series that directly relate to program outcomes. Faculty reviews the available tests as they are added or modified to determine applicability to the program.</td>
<td>Tests are administered annually during the testing window provided by ASE.</td>
<td>Tests are taken on line in a proctored environment.</td>
<td>Faculty or program assistant</td>
</tr>
<tr>
<td>Employer Interview/ Practicum Report</td>
<td>This measure provides input from employers and students related to the program effectiveness related to the workplace. Faculty receive input from employers and students regarding student and graduate preparation for the work environment.</td>
<td>Each Semester</td>
<td>Data is collected from employers and students. Data collection may be accomplished through oral, written, or electronic means.</td>
<td>Faculty collects data where possible in person. Electronic surveys may be administered by program administration for the convenience of the responder.</td>
</tr>
<tr>
<td>ASE Exams</td>
<td>ASE exams are the recognized national certification for the industry</td>
<td>Annual</td>
<td>Program submits information on graduates and receives a report on those who successfully pass the tests. Students may also self-report.</td>
<td>Program assistant</td>
</tr>
<tr>
<td>Department Developed Presentations and Papers With Standardized Rubric</td>
<td>Assignments are given in each section of ADT A102, A121, and A195 to assess related instruction in written and oral communications, computation, and human relations relevant to the automotive repair industry</td>
<td>Annual</td>
<td>Faculty make the assignments and collect assess progress through application of approved rubrics.</td>
<td>Faculty</td>
</tr>
</tbody>
</table>
Table 2: Association of Assessment Measures to Program Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Department Developed Assignments</th>
<th>NA3SA Exams</th>
<th>Employer Survey/Practicum Report</th>
<th>ASE Exams</th>
<th>Measure for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate academic proficiency necessary to pass national examinations within the domain.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>AAS Cert</td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency in performing occupationally related tasks in a professional setting.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>AAS Cert</td>
</tr>
<tr>
<td>Integrate knowledge from diverse areas to develop effective diagnostic and repair strategies involving complex systems.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>AAS Cert</td>
</tr>
<tr>
<td>Apply knowledge gained from previous education and experience to problem solving to aid in diagnosis and repair for the immediate situation.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>AAS Cert</td>
</tr>
<tr>
<td>Demonstrate effective employability skills, including oral and written communication skills, as required by the 2014 accreditation standards for the National Automotive Technicians Education Foundation.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>AAS Cert</td>
</tr>
<tr>
<td>Demonstrate technical knowledge and critical thinking necessary for success in the heavy-duty maintenance and repair industry.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>AAS Cert</td>
</tr>
</tbody>
</table>

0 = Measure is not used to measure the associated outcome.  
1 = Measure is used to measure the associated outcome.
Masters of Education Early Childhood Special Education

2008 Assessment Plan

Version 2.0

Adopted by

The Early Childhood Special Education Faculty: June 17, 2008

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 5/4/18
Reviewed by the Faculty Senate as an information item: 5/4/18
# Table of Contents

**Mission Statement**  ............................................................................................................. 3

**ECSE Program Introduction**  ............................................................................................. 3

**Assessment Process Introduction**  .................................................................................... 3
- CEC Standards  .................................................................................................................. 5
- NCATE Standards  ............................................................................................................. 5
- College of Education Core Values  .................................................................................... 6
- ECSE Program Outcomes  .................................................................................................. 6

**Assessment Measures**  ...................................................................................................... 6
- Table 1: Association of Assessment Measures to Program Outcomes  ........... 8
- Table 2: Program Outcomes Assessment Measures and Administration  ...... 9
- Table 3: Artifacts and Courses Associated with Standards and Outcomes  ... 10

**Assessment Implementation and Analysis for Program Improvement**  .............. 11
- General Implementation Strategy  ..................................................................................... 11
- Method of Data Analysis and Recommendations for Program Improvement .. 11
- Modification of the Assessment Plan  .............................................................................. 11

**Appendix A: Content Knowledge**  ................................................................................... 12

**Appendix B: Instructional Planning**  ................................................................................. 25

**Appendix C: Evaluation of Clinical Practice**  ................................................................. 28

**Appendix D: Candidates' Effect on Student Learning**  .................................................... 39
MISSION STATEMENT

The mission of the Early Childhood Special Education Program is to prepare graduate students for initial professional preparation in early intervention and early childhood special education. Our faculty is committed to the preparation of teachers in the area of early childhood special education by emphasizing theory, research, and practice relating to children birth to five years of age who experience developmental delays and disabilities.

ECSE PROGRAM INTRODUCTION

This document reviews the educational goals and expected outcomes for the Masters of Education, Master in Early Childhood Special Education (ECSE). The document discusses assessment plan revisions that were initiated in order to best represent the standards adopted by the Council for Exceptional Children (CEC), the COE Core Values, and Program goals with the most sensible data available. Standards, values and goals are defined as objectives that are measured while candidates progress through the program. Students are required to complete 24 credits from 6 core courses and have a selection of an additional 6 credits from a variety of specialty courses (social emotional development, fetal alcohol syndrome, infant mental health, and autism). An additional 6 hours are required in education research, for a combined total of 36 credit hours to obtain a Master's Degree in ECSE.

Program options include: Initial teacher certification with an endorsement in Early Childhood Special Education Birth-to-Five, endorsement in Early Childhood Special Education Birth-to-Five on an existing teacher certificate, and a wide range of career options accessible to graduates including private or public preschool special education teacher, early interventionist in infant/toddler learning programs, Head Start disability coordinator, and various leadership positions at the local and state level. The ECSE program is a participant in the Western Interstate Commission for Higher Education (WICHE) Western Regional Graduate Program (WRGP).

During the 2007-2008 academic year the ECSE program had one full-time term assistant professor who provided instruction and advising. Three adjunct professors with specialized knowledge and experience also provided instruction.

ASSESSMENT PROCESS INTRODUCTION

In Fall 2007 we began a comprehensive review of the courses within our ECSE program. The Early Childhood Special Education Program prepared a professional program portfolio during 1999-2000. This portfolio included alignment of program coursework and internships to national standards. The standards for the Early Childhood Special Education Program are provided by CEC. In preparing this portfolio, several important program changes occurred. First, the program coursework, including content, activities, projects, and outcomes were aligned to meet the CEC competencies/standards. Second, all internship experiences were modified to meet the CEC competencies/standards. Third, program evaluation methods were expanded from coursework and internship evaluations to include the following requirements: (a) internship portfolio, (b) exit portfolio, and (c) Praxis II: Preschool Special Education.

The Early Childhood Special Education Program has engaged in active improvement activities and planning during the 2007-2008 academic year. Data on graduating students was collected, which
included PRAXIS II: Preschool Special Education scores, Exit Portfolio, and comprehensive exams. This information will continue to be reviewed by the ECSE Board and term faculty during the 2008-2009 academic year. Adjustments to the curriculum will be based on student performance. In addition, graduate grades, and student self-rating data on the Disposition Survey will be collected beginning Spring 2008. In preparation for NCATE accreditation, a course level assessment was completed to realign all course assignments to match the CEC standards, the COE Core Values, Program Outcomes and NCATE Standards.

Currently, limited data are collected from graduates of the program; a federal survey form is sent to graduates who receive federal monies to participate in the program. This information is forwarded to the U.S. Department of Education for their analysis.

During the next few years we have several upcoming assessment/accreditation mandates. Our UAA assessment report and plans are an annual requirement. Our SPA report CEC is due in February 2009. Finally, the College of Education is undergoing NCATE accreditation in the spring of 2010. These three major assessment and/or accreditation requirements provided significant impetus to review and revise our programs. We have elected to focus our assessment design and outcomes based on the NCATE requirements for CEC.

Undertaking a thorough "course-by-course" review of our program has great programmatic and pragmatic benefit, required assessments/accreditations aside. As a faculty, we are committed to offering a program to our students that is comprehensive and efficient. To that end we analyzed each course closely. We aligned every content area within each course to each of the following standards or outcomes:

a. CEC standards (10)
b. NCATE standards (4)
c. College of Education Core Values (4)
d. Catalog Outcomes (6)
e. Alaska Teacher Standards (8)

In addition, we identified all assignments (artifacts) within each course and aligned each assignment for each course with one or more of the above 34 standards or outcomes. Finally, assignments were also aligned with the required NCATE assessments for CEC. Table 3 is a tabular representation of the results of this effort (this table is also included in our assessment report). We were encouraged to note that, within our programs, all 34 standards/outcomes are addressed, generally through multiple assignments and courses. Table 4 is a tabular representation of the 9 students that took the required ECSE Praxis exam. This information was included because it is a reflective assessment of the 34 standards or outcomes being assessed. In Fall 2008 we plan to create a matrix of the content for each class, the purpose of which is to identify any gaps that may exist across each program and also identify any unnecessary redundancies. This process will help faculty become more familiar with all courses within our programs and will streamline the content and add to program efficiency. We believe this extensive programmatic review will aid us in revisions that not only result in more comprehensive and efficient programs of study, but ultimately help insure that the data we collect as part of this process will meet the general requirements of UAA, CEC, and NCATE.
The following outcomes are based on the professional standards established by CEC, the national professional organization for which the program is recognized. Also included are the College of Education Core Values, the ECSE Program Goals, and NCATE standards. Course assignments were reviewed and linked to the appropriate standards for the spring 2007, summer 2007, and fall 2007 semesters.

**CEC STANDARDS**

The program has adopted the 10 professional standards (objectives) of the Council for Exceptional Children. All program syllabi incorporate appropriate standards into the course content. This program assessment is based on course assignments that best reflect student outcomes.

1. **FOUNDATIONS:** Demonstrate knowledge of philosophies, historical and legal issues in professional practice
2. **DEVELOPMENT AND CHARACTERISTICS OF LEARNERS KNOWLEDGE:** Demonstrate knowledge of characteristics of typical and atypical learners
3. **INDIVIDUAL LEARNING DIFFERENCES:** Actively seek to improve the lives of students who experience disabilities and their families
4. **INSTRUCTIONAL STRATEGIES:** Demonstrate strategies to facilitate and promote integration into various settings
5. **LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS:** Demonstrate the ability to manage behavioral and social interaction skills
6. **LANGUAGE:** Demonstrate an understanding of cultural and linguistic differences on growth and development
7. **INSTRUCTIONAL PLANNING:** Demonstrate the ability to plan and manage learning environments that meet the needs of diverse atypical learners
8. **ASSESSMENT:** Demonstrate the ability to develop interventions that meet the needs of diverse atypical learners
9. **PROFESSIONAL AND ETHICAL PRACTICE:** Demonstrate appropriate professional and ethical behaviors
10. **COLLABORATION:** Demonstrate the ability to communicate within collaborative partnerships

**NCATE STANDARDS**

1. **Knowledge, Skills, Dispositions**
2. **Assessment**
3. **Field Experience**
4. **Diversity**

**COLLEGE OF EDUCATION CORE VALUES**

1. **Intellectual Vitality** - Professional educators examine diverse perspectives, engage in research and scholarship, contribute to knowledge and practice in their fields, and apply innovations in technology.
2. **Inclusiveness and Equity** - Professional educators create and advocate for learning communities that advance knowledge and ensure development, support, and inclusion of peoples’ abilities, ideas, languages, and expressions.

3. **Leadership** - Professional educators are committed to the highest standards of ethical behavior in their professional roles.

4. **Collaborative Spirit** - Professional educators generate, welcome, and support collaborative relationships and partnerships that enrich peoples’ lives.

**ECSE Program Outcomes**

At the completion of our program students should be able to:

1. Apply legal and ethical policies that affect young children with developmental delays and disabilities, families, and programs for young children.

2. Use intervention strategies with young children having developmental delays and disabilities and their families that affirm and respect family, cultural, and linguistic diversity.

3. Develop and apply instructional practices based on knowledge of the child, family, community, and the curriculum.

4. Design, implement, and evaluate environments to assure developmental and functional appropriateness.

5. Assess the development and learning of young children with developmental delays and disabilities and use that information to direct intervention.

6. Critically analyze and apply principles of research in the area of early childhood special education.

**Assessment Measures**

Changes occurred during frequent meetings of the College of Education Assessment Committee in which the Department was advised to:

1. Rely less on surveys due to the low response rate.

2. Increase reliance on course outcome measures.

The measures and their relationships to the program standards are listed in Table 1. A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2. A breakdown of required assignment and courses associated with standards and outcomes is included in Table 3.

**Table 1: Association of Assessment Measures to Program Outcomes**
This table illustrates those NCATE-required SPA outcomes that were addressed by the 10 CEC standards.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content Knowledge</th>
<th>Instructional Planning</th>
<th>Evaluation of Clinical Practice</th>
<th>Candidate's Effect on Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Development and Characteristics of Learners</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Individual Learning Differences</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Learning Environments and Social Interactions</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Communication</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Instructional Planning</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Assessment</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Professional and Ethical Practice</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Collaboration</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.
### TABLE 2: PROGRAM OUTCOMES ASSESSMENT MEASURES AND ADMINISTRATION

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Freq./ Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge</td>
<td>Most of our courses were focused on providing content knowledge. Students completed research papers, completed intervention plans, had a wide variety of field experiences and service coordination, took exams, read/responded widely to research. Participated in discussion boards and Eluminate live seminars.</td>
<td>When courses Are scheduled</td>
<td>Various methods</td>
<td>Faculty</td>
</tr>
<tr>
<td>Instructional Planning</td>
<td>Focus on comprehensive intervention projects, family based projects.</td>
<td>When courses Are scheduled</td>
<td>Intervention plans, evaluations, field work</td>
<td>Faculty</td>
</tr>
<tr>
<td>Evaluation of Clinical Practice</td>
<td>This measure was used primarily in the internship EDSE 620Y.</td>
<td>Internship 6 credit hours</td>
<td>Internship Portfolio, artifacts, evaluations, and dispositions</td>
<td>UAA Supervisor Host Supervisor</td>
</tr>
<tr>
<td>Candidate's Effect on Learning</td>
<td>This measure was used primarily in the internship EDSE 620Y. In addition to an internship portfolio; a comprehensive exit portfolio containing artifacts and other proof of CEC competencies.</td>
<td>Internship 6 credit hours</td>
<td>Portfolio containing artifacts, evaluations, and dispositions</td>
<td>UAA Supervisor Host Supervisor</td>
</tr>
<tr>
<td>Evaluation of Student Knowledge</td>
<td>Exit Portfolio and Praxis II Exam for Early Childhood Special Education</td>
<td>Final Semester</td>
<td>Test Scores issued by ETS</td>
<td>Educational Testing Service</td>
</tr>
</tbody>
</table>

**COURSE TITLE (ABBREVIATED)**

- **ECSE 474**: ECSE Children Birth to Five  
  - Research Papers, Observations, Exam
- **ECSE 674**: Families: Developing Parent Professional Partnerships  
  - Family Based Experience (Field Work), Service Coordination Project
- **ECSE 622Y**: Strategies in Early Childhood Special Ed  
  - Comprehensive Intervention Project, Research Paper, Environmental Arrangement Project
- **ECSE 685**: Complex Needs in ECSE  
  - Implementation Project/ 8 intervention plans
- **ECSE 620Y (6 credits)**: Internship  
  - 400 hours field experience, comprehensive intervention project, Internship Portfolio
- **ECSE 681**: Issues in ECSE  
  - Philosophy Paper, 5 Position Papers
- **ECSE 610Y**: Assessment in ECSE  
  - Comprehensive Assessment Research Matrix, Completion of an Assessment, IFSP/IEP project

**Total of 24 Credit Hours**

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**NOTE:** As part of our thorough curriculum review process we considered all measures used in every course. These measures (assignments or artifacts) ranged from relatively minor discussion board responses and reflection/research papers to major (key) course assignments. For purposes of this assessment plan we are including the key assignments identified for each of our required courses.
### Table 3: Artifacts and Courses Associated with Standards and Outcomes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Assessed Content Knowledge</th>
<th>Planning for Instruction</th>
<th>Evaluation of Clinical Practice</th>
<th>Candidate’s Effect on Student Learning</th>
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</thead>
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<tr>
<td></td>
<td></td>
<td>Artifacts</td>
<td>Courses</td>
<td>Artifacts</td>
<td>Courses</td>
</tr>
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<td>CEC</td>
<td>Foundations*</td>
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<td>5</td>
<td>1</td>
<td>1</td>
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<tr>
<td></td>
<td>Characteristics</td>
<td>12</td>
<td>4</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Individual Diff.</td>
<td>12</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Strategies</td>
<td>10</td>
<td>3</td>
<td>9</td>
<td>2</td>
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<tr>
<td></td>
<td>Environments</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Language</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
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<td></td>
<td>Planning</td>
<td>7</td>
<td>4</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Prof./Ethics</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>AVERAGES</td>
<td>8.1</td>
<td>3.8</td>
<td>4.9</td>
<td>2.4</td>
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<td>NCATE</td>
<td>Kn/Skills/Disp</td>
<td>18</td>
<td>3</td>
<td>4</td>
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<tr>
<td></td>
<td>Assessment</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td>1</td>
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<tr>
<td></td>
<td>Field Exper.</td>
<td>8</td>
<td>3</td>
<td>8</td>
<td>4</td>
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<tr>
<td></td>
<td>Diversity</td>
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<td>2</td>
<td>2</td>
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<tr>
<td></td>
<td>AVERAGES</td>
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<td>2.3</td>
<td>4.25</td>
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<td>COE</td>
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<td>Collab. Spirit</td>
<td>8</td>
<td>3</td>
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<td>1</td>
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<tr>
<td></td>
<td>Inclus./Equity</td>
<td>15</td>
<td>4</td>
<td>8</td>
<td>3</td>
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<td></td>
<td>Leadership</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>0</td>
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<tr>
<td></td>
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<td>10.75</td>
<td>2.3</td>
<td>5.5</td>
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<td>5</td>
<td>2</td>
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<td></td>
<td>Individualize</td>
<td>13</td>
<td>3</td>
<td>9</td>
<td>3</td>
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<td></td>
<td>Inclusiveness</td>
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<td>2</td>
<td>3</td>
<td>2</td>
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<td>Legal/Ethical</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td></td>
<td>Social Environ.</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
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<td></td>
<td>Research</td>
<td>13</td>
<td>4</td>
<td>9</td>
<td>2</td>
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<td></td>
<td>Theory</td>
<td>12</td>
<td>3</td>
<td>3</td>
<td>0</td>
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<td></td>
<td>AVERAGES</td>
<td>9.3</td>
<td>2.8</td>
<td>4.5</td>
<td>1.5</td>
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<tr>
<td>AK Stds</td>
<td>Philosophy</td>
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<td>3</td>
<td>0</td>
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<td>Student Learn.</td>
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<td></td>
<td>Indiv/Cultural</td>
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<td>2</td>
<td>6</td>
<td>2</td>
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<tr>
<td></td>
<td>Knows Content</td>
<td>11</td>
<td>3</td>
<td>5</td>
<td>2</td>
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<tr>
<td></td>
<td>Monitor/Assess</td>
<td>12</td>
<td>3</td>
<td>6</td>
<td>2</td>
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<tr>
<td></td>
<td>Lmg. Environ.</td>
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<td>3</td>
<td>7</td>
<td>3</td>
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<td></td>
<td>Partnerships</td>
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<td>Professionalism</td>
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<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>AVERAGES</td>
<td>9.6</td>
<td>3.0</td>
<td>3.1</td>
<td>1.2</td>
</tr>
</tbody>
</table>

*Table explanation: (AS AN EXAMPLE) Referring to CEC Standard 1 (Foundations), 10 assignments (artifacts) across 5 of the 6 core courses were identified that addressed Assessment of Content Knowledge. 1 artifact from 1 of the 6 core courses addressing Planning for instruction and 3 artifacts from 2 practicum courses representing Evaluation of Clinical Practice were identified and 1 artifact that addressed Evaluation of Clinical Practice from 2 practicum experiences under the same CEC Standard 1 were recorded.
ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

Through our curriculum review efforts to date, we know that we are providing students with experiences and requiring artifacts that address all standards and outcomes (see Table 3). We also know that students are meeting or exceeding CEC standards based on data collected from the Praxis Exam (Table 4 of report) and the Exit Portfolio data (Table 5 of the Report).

Method of Data Analysis and Recommendations for Program Improvement

The program faculty will meet at least once a semester to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15th each year. A plan for implementing the recommended changes, including of advertising the changes to all the program’s stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities

Modification of the Assessment Plan

Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. The changes will be approved by the faculty of the program. The modified assessment plan will be forwarded to the dean/director’s office and the Office of Academic Affairs.
Appendixes

We have elected to use, as our ‘measures’, those required by NCATE for our SPA (CEC) Standards (Table 1). They are: Content Knowledge, Instructional Planning, Evaluation of Clinical Practice, and Candidates’ Effect on Student Learning. Within each of these, multiple student assignments, or artifacts, are required. We have elected to select a representative student “key” artifact as reflective of these 4 outcomes.

Appendix A: Content Knowledge

Measure Description:
Most of our courses focus on providing content knowledge. Students complete an Exit Portfolio to demonstrate competency and cumulative growth through the program. A rubric is used to evaluate the portfolio.

Factors that affect the collected data
Exit folios tend to be rather large and are often difficult to send through the mail for distance students, resulting in a possible grading delay. Occasionally, students are overwhelmed by the comprehensiveness of the requirement, particularly if they wait to begin the folio until the semester in which they graduate. Due to the distance nature of the program it is difficult to provide formative evaluation of the folios during the program.

How to interpret the data
We use the 10 CEC standards to evaluate the exit portfolios (see Exit Portfolio rubric, below).
EXIT PORTFOLIO

Name: ___________________________  Student ID Number: ________________________________

Intended Graduation Date: Year_______  Fall ____  Spring____  Summer____

Directions to Candidate:

On each page that follows, enter grades/points for all listed required documents. If a document is required on this form but was not required when you entered the program or completed the course, write a statement indicating this and provide other documentation for the standard. List the document name, the grade/points, and include the document in your portfolio. You may add additional documentation to supplement any standard. Do not enter any grades into areas that are highlighted in YELLOW. Your university advisor will enter assessment scores and rate each Early Childhood (EC) Standard in the portfolio.

One month prior to graduation, email a completed copy of this rubric and send by US mail the portfolio in a 3-ring binder with all included documentation to your university advisor.

The purpose of this rubric is to evaluate the quality of the contents of the portfolio as well as the quality of the portfolio defense. The rubric is divided into three sections: physical format, conceptual framework, and evidence of competence. Students must achieve a total score of 85 or better with no more than one score of “3” and must earn a grade of B in all coursework.

Comments:

Total Score: ______

Reviewer: __________________ Date: __________________

The University Alaska Anchorage
Masters of Education
Early Childhood Special Education
<table>
<thead>
<tr>
<th>Physical Format (10 points)</th>
<th>Points Times</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Table of Contents lists all major components of portfolio and location; major components include the Introduction, the 10 ECSE (CEC) Standards and the resume/vita. A three-ring binder with labeled dividers is required. Do not use plastic sleeves for documents.</td>
<td>___X 1</td>
<td></td>
</tr>
<tr>
<td><strong>Required Components</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation as specified in the following pages for all ten ECSE (CEC) Standards, the Resume, and statement of purpose</td>
<td>___X 1</td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual Framework (15 points)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Philosophy Statement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include a statement of core values, which is reflective of program/national values, with statements of your purpose for each section (Standards 1 through 10)</td>
<td>___X 1</td>
<td></td>
</tr>
<tr>
<td><strong>Statement of Purpose</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The statement of purpose introduces the portfolio: highlights the student’s efforts, progress, and achievements; and delineates and briefly explains each section of the 10 standards.</td>
<td>___X 2</td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Guidelines**

5 – At least 90% of listed items are included and professional presented with a clear writing style
4 – At least 80% of listed items are included and professional presented with a clear writing style, but some details/documents may be omitted
3 – At least 70% of listed items are included, but some documents may lack professional appearance
2 – At least 50% of listed items are included, but many documents lack professional appearance
1 – Less than 50% of listed items are included

<table>
<thead>
<tr>
<th>Evidence of Competence (75 points)</th>
<th>Points Times</th>
<th>Total Points</th>
</tr>
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<tbody>
<tr>
<td><strong>EC1</strong>: Foundations</td>
<td>___X 1.5</td>
<td></td>
</tr>
<tr>
<td><strong>EC2</strong>: Development and Characteristics of Learners</td>
<td>___X 1.5</td>
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<td><strong>EC3</strong>: Individual Learning Differences</td>
<td>___X 1.5</td>
<td></td>
</tr>
<tr>
<td><strong>EC4</strong>: Instructional Strategies</td>
<td>___X 1.5</td>
<td></td>
</tr>
<tr>
<td><strong>EC5</strong>: Learning Environments and Social Interactions</td>
<td>___X 1.5</td>
<td></td>
</tr>
<tr>
<td><strong>EC6</strong>: Language</td>
<td>___X 1.5</td>
<td></td>
</tr>
<tr>
<td><strong>EC7</strong>: Instructional Planning</td>
<td>___X 1.5</td>
<td></td>
</tr>
<tr>
<td><strong>EC8</strong>: Assessment</td>
<td>___X 1.5</td>
<td></td>
</tr>
<tr>
<td><strong>EC9</strong>: Professional and Ethical Practice</td>
<td>___X 1.5</td>
<td></td>
</tr>
<tr>
<td><strong>EC10</strong>: Collaboration</td>
<td>___X 1.5</td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Guidelines**

5 - 95% of documentation/information with supporting details is included, which documents mastery-level competence
4 - 95% of documentation/information with supporting details is included but some documentation may indicate a need for continuing professional development
3 - 80% of documentation/information with supporting details is included, which document professional skills that require additional assistance prior to entry-level competence
2 - 50% of documentation/information with supporting details is included, which document professional skills that require additional assistance prior to entry-level competence
1 - Fewer than 50% of documentation/information with supporting details is included
1. **Foundations**

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based **principles and theories**, relevant **laws and policies**, diverse and **historical points of view**, and **human issues** that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these **influence professional practice**, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how **issues of human diversity** can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the **relationships of organizations of special education** to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Historical points of view and human issues (models, theories and philosophies in development, special education, and ECSE)

Trends and issues in ECSE (evidence-based principals and theories in behavior management planning and implementation)

Issues of human diversity (family systems, dominate culture, impact of differences in values, languages & customs)

Relationships of organizations (organizations and functions of agencies)

Issues in definition (rights and responsibilities, identification of individuals with Exceptional Learning Needs (ELN), due process rights)

Laws and policies (educational young children, families & service providers)

<table>
<thead>
<tr>
<th>PRAXIS II Total Score (include a copy of your PRAXIS II total score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score __________</td>
</tr>
<tr>
<td><strong>Circle</strong> the range into which your score fell (Below Average Range = 3; Average Range = 4; Above Average Range = 5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDSE 681 Personal Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Grade/points earned __________ Total points possible_________</td>
</tr>
<tr>
<td>DO NOT enter the score in the “Assessment Scores” column</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other documentation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evaluator’s Comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standard is Met if score is equal to or greater than “4”</th>
</tr>
</thead>
<tbody>
<tr>
<td>*All grades must be a B or better or scale score of “3” can be listed to receive a Met</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Scoring Guidelines</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>3 - 80% of documentation/information with supporting details is included, which document professional skills that require additional assistance prior to <strong>mastery</strong>-level competence</td>
</tr>
<tr>
<td>2 - 50% of documentation/information with supporting details is included, which document professional skills that require additional assistance prior to <strong>mastery</strong>-level competence</td>
</tr>
<tr>
<td>1 - Fewer than 50% of documentation/information with supporting details is included</td>
</tr>
</tbody>
</table>
### 2. Development and Characteristics of Learners

<table>
<thead>
<tr>
<th>Assessment Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special educators know and <strong>demonstrate respect</strong> for their students first as unique human beings. Special educators understand the <strong>similarities and differences in human development</strong> and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how <strong>exceptional conditions</strong> can interact with the domains of human development and they <strong>use this knowledge to respond to the varying abilities and behaviors of individuals</strong> with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Passing Scores for Assessment Items Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale scores must be equal to or greater than <strong>&quot;4&quot;</strong></td>
</tr>
<tr>
<td>Letter grades must be &quot;B&quot; or higher</td>
</tr>
</tbody>
</table>

| Human development (typical and atypical growth and development in young children, educational implications of various exceptionalities, similarities and differences across labels, different theories of development) |
| Understand and respect children as unique human beings (characteristics and effects of cultural and environmental milieu, significance of socio-cultural and political context for development and learning) |
| Biological and medical issues (effects of various medications, childhood illnesses and communicable diseases, biological and environmental factors that affect development, families, resources and priorities) |
| Family systems and support (role of family in supporting development, influence of stress and trauma, supportive relationships) |

**PRAXIS II Special Education Preschool/Early Childhood (Test Code 0690) Test Category: Human Growth and Development** (include a copy of your PRAXIS subtest scores)

<table>
<thead>
<tr>
<th>Subtest Score</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle the range into which your score fell (Below Average Range = 3; Average Range = 4; Above Average Range = 5)</td>
<td></td>
</tr>
</tbody>
</table>

**EDSE 474 Disability Fact Sheets** (list each topic below and include the 2 best papers and grading rubric)

<table>
<thead>
<tr>
<th>#1 Grade/Possible Points</th>
<th>#2 Grade/Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Grade/Points Earned</td>
<td>#2 Grade/Points Earned</td>
</tr>
</tbody>
</table>

**EDSE 685 Disability papers** (list each topic below and include the 2 best papers)

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
</tr>
</thead>
</table>

**Other documentation**

**Evaluator’s Comments**

**Standard is Met if score is equal to or greater than “4”**

*All grades must be a B or better or scale score of “3” can be listed to receive a Met*
### 3. Individual Learning Differences

**Assessment Scores**

<table>
<thead>
<tr>
<th>Effects of exceptional condition on learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactions that impact learning (primary language, culture, familial backgrounds, beliefs, traditions, values, social abilities, attitudes, and interests)</td>
</tr>
<tr>
<td>Cultural perspectives (differences across culturally diverse groups and differing ways of learning)</td>
</tr>
<tr>
<td>Intervention strategies for young children and families that address exceptional condition and cultural perspective)</td>
</tr>
</tbody>
</table>

**PRAXIS II Special Education Preschool/Early Childhood (Test Code 0690) Test Category: Knowledge of Disabling Conditions** (include a copy of your PRAXIS subtest scores)

<table>
<thead>
<tr>
<th>Subtest Score</th>
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<tbody>
<tr>
<td><strong>Circle</strong> the range into which your score fell (Below Average Range = 3; Average Range = 4; Above Average Range = 5)</td>
</tr>
</tbody>
</table>

**EDSE 474 Observation** reports (include two reports)

<table>
<thead>
<tr>
<th>#1 Grade/Possible Points</th>
<th>#2 Grade/Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Grade/Points Earned</td>
<td>#2 Grade/Points Earned</td>
</tr>
</tbody>
</table>

**Other documentation**

**Evaluator’s Comments**

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**Standard is Met if score is equal to or greater than “4”**

*All grades must be a B or better or scale score of “3” can be listed to receive a Met*
### 4. Instructional Strategies

Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging **learning results in general and special curricula** and to appropriately **modify learning environments** for individuals with ELN. They enhance the **learning of critical thinking, problem solving, and performance skills** of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the lifespan.

Select, adapt, and use evidence-based strategies to individualize instructions across various settings (based on child, family, community, and curriculum)

Use strategies that promote learning of critical thinking and performance skills (self-awareness, self-management, self-control, self-reliance, self-esteem, maintenance and generalization across learning environment)

Use strategies that will promote future, successful transitions (self-assessment, problem solving, etc.)

**PRAXIS II Special Education Preschool/Early Childhood (Test Code 0690) Test Category:** **Planning and Service Delivery** (include a copy of your PRAXIS subtest scores)

<table>
<thead>
<tr>
<th>Subtest Score</th>
<th>Circle the range into which your score fell (Below Average Range = 3; Average Range = 4; Above Average Range = 5)</th>
</tr>
</thead>
</table>

**EDSE 620Y Intervention plans** (include the best 2 plans)

**EDSE 622Y Intervention Project** (include report, sample intervention plans, and grading rubric)

**EDSE 622Y Paper on Intervention Strategies** (include paper, and grading matrix)

<table>
<thead>
<tr>
<th>Points earned</th>
<th>Total points possible</th>
</tr>
</thead>
</table>

**EDSE 685 Implementation plan** (include the plan but not the video tape)

<table>
<thead>
<tr>
<th>Plan Grade/points earned</th>
<th>Total points possible</th>
</tr>
</thead>
</table>

Other documentation

Evaluator’s Comments

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**Standard is Met if score is equal to or greater than “4”**

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5. Learning Environments and Social Interactions

<table>
<thead>
<tr>
<th>Score</th>
<th>Passing Scores for Assessment Items Below</th>
<th>Assessment Scores</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Scale scores must be equal to or greater than “4”</td>
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</tr>
<tr>
<td></td>
<td>Letter grades must be “B” or higher</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Special educators actively **create learning environments** for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and **active engagement** of individuals with ELN. In addition, special educators **foster environments in which diversity is valued** and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators **shape environments to encourage the independence**, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators **help their general education colleagues integrate individuals** with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use **direct motivational and instructional interventions** with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely **intervene with individuals with ELN in crisis**. Special educators coordinate all these efforts and **provide guidance and direction to paraeducators and others**, such as classroom volunteers and tutors.

Integrate learning, medical care, and teaching pedagogy to plan optimal learning environments in which diversity is valued (basic management theories and strategies, teacher attitudes and behavior that influence behavior, social skills, crisis prevention and intervention, medical care considerations for fragile children)

Foster environments in which diversity is valued (ways specific cultures are negatively stereotyped, strategies to cope with a legacy of former and continuing racism)

Create safe learning environments (foster cultural understanding, emotional well-being, positive social interactions, realistic expectations for personal and social behavior, appropriate supports, active participation)

Modify the learning environment (use performance data to manage behaviors, use effective and varied strategies, use least intensive behavior management strategy based on needs)

Manage the learning environment (establish and maintain rapport with all students; design and manage daily routines; structure, direct and support activities of parents and other volunteers)

Design and implement appropriate interventions (nutrition and health plans and feeding strategies, developmentally and functionally appropriate; stimuli-rich materials, media, and technology including adaptive and assistive technology)

**PRAXIS II Special Education Preschool/Early Childhood (Test Code 0690) Test Category: Planning and Service Delivery** (include a copy of your PRAXIS subtest scores)

<table>
<thead>
<tr>
<th>Subtest Score</th>
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</table>

Circle the range into which your score fell (Below Average Range = 3; Average Range = 4; Above Average Range = 5)

Other documentation

Evaluator’s Comments

Standard is Met if score is equal to or greater than “4”

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6. Language

<table>
<thead>
<tr>
<th>Assessment Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</td>
</tr>
<tr>
<td>Passing Scores for Assessment Items Below</td>
</tr>
<tr>
<td>Scale scores must be equal to or greater than “4”</td>
</tr>
<tr>
<td>Letter grades must be “B” or higher</td>
</tr>
</tbody>
</table>

Understand typical and atypical language development (cultural and linguistic differences; characteristics of one’s own culture and use of language and differences with other groups; ways of behaving and communicating across cultures)

Augmentative and assistive communication strategies

Facilitate understanding for individuals whose primary language is not English

Use strategies to support and enhance communication skills (support and facilitate family and child interactions)

**PRAXIS II Special Education Preschool/Early Childhood (Test Code 0690) Test Category: Human Growth and Development** (include a copy of your PRAXIS subtest scores)

Subtest Score ______

Circle the range into which your score fell (Below Average Range = 3; Average Range = 4; Above Average Range = 5)

**EDSE 622Y or EDSE 620Y** (include best intervention plans in the area of language)

**EDSE 681 Discussion boards**

Include printed copy of discussion board contributions

**EDSE 690 Communication (Optional)**

Language Sample Analysis

Plan Grade/points earned _____________ Total points possible________

Other documentation

Evaluator’s Comments

Standard is Met if score is equal to or greater than “4”

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1 2 3 4 5
### 7. Instructional Planning

<table>
<thead>
<tr>
<th>Assessment Scores</th>
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<tbody>
<tr>
<td>Individualized decision-making and instruction is at the center of special education practice. Special educators develop <strong>long-range individualized instructional plans</strong> anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected <strong>shorter-range goals and objectives</strong> taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize <strong>explicit modeling and efficient guided practice</strong> to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are <strong>modified based on ongoing analysis of the individual’s learning progress</strong>. Moreover, special educators facilitate this instructional planning in a <strong>collaborative context</strong> including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of <strong>individualized transition plans</strong>, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using <strong>appropriate technologies</strong> to support instructional planning and individualized instruction.</td>
</tr>
<tr>
<td>DEVELOP LONG-RANGE INDIVIDUALIZED INSTRUCTIONAL PLANS</td>
</tr>
<tr>
<td>(BASED ON THEORIES AND RESEARCH OF CURRICULUM DEVELOPMENT AND INSTRUCTIONAL PRACTICE; USES SCOPE AND SEQUENCES OF ESTABLISHED CURRICULUMS; INTEGRATES APPROPRIATE LOCAL, STATE, AND NATIONAL STANDARDS; INCORPORATES APPROPRIATE TECHNOLOGY; ALL ROLES (PARAPROFESSIONALS), INTERVENTION AND DIRECT SERVICES DEFINED)</td>
</tr>
<tr>
<td>DEVELOP AND IMPLEMENT PROGRAMS IN COLLABORATION WITH TEAM MEMBERS (INVOLVE FAMILY IN GOALS AND MONITORING PROGRESS; USE FUNCTIONAL AND TASK ANALYSIS; SEQUENCE OBJECTIVES APPROPRIATELY; INTEGRATE AFFECTIVE, DEVELOPMENTALLY AND FUNCTIONALLY APPROPRIATE CURRICULUM; SOCIAL AND LIFE SKILLS WITH ACADEMIC CURRICULUM WHEN APPROPRIATE; INCORPORATE INFORMATION FROM MULTIPLE DISCIPLINES)</td>
</tr>
<tr>
<td>DEVELOP AND IMPLEMENT DAILY INSTRUCTIONAL PLANS (PREPARE LESSON PLANS; PREPARE AND ORGANIZE LESSON MATERIALS; SELECT INSTRUCTIONAL CONTENT, RESOURCES, AND STRATEGIES THAT RESPOND TO CULTURAL, LINGUISTIC, AND GENDER DIFFERENCES; USE APPROPRIATE ASSISTIVE TECHNOLOGY; USE INSTRUCTIONAL TIME EFFECTIVELY; ADJUST INSTRUCTION BASED ON CONTINUAL OBSERVATIONS)</td>
</tr>
<tr>
<td>PREPARE INDIVIDUALS AND FAMILIES FOR TRANSITIONS (TEACH EXHIBIT SELF-ENHANCING BEHAVIORS; TRANSITION PLANNING TO PRESCHOOL AND ELEMENTARY SCHOOL)</td>
</tr>
<tr>
<td>PRAXIS II SPECIAL EDUCATION PRESCHOOL/EARLY CHILDHOOD (TEST CODE 0690) TEST CATEGORY: PLANNING AND SERVICE DELIVERY</td>
</tr>
<tr>
<td>(INCLUDE A COPY OF YOUR PRAXIS SUBTEST SCORES)</td>
</tr>
<tr>
<td>SUBTEST SCORE</td>
</tr>
<tr>
<td>CIRCLE THE RANGE INTO WHICH YOUR SCORE FELL (BELOW AVERAGE RANGE = 3; AVERAGE RANGE = 4; ABOVE AVERAGE RANGE = 5)</td>
</tr>
<tr>
<td>EDSE 620Y INTERVENTION</td>
</tr>
<tr>
<td>(INCLUDE A COPY OF YOUR INTERNSHIP PORTFOLIO EVALUATION FORM)</td>
</tr>
<tr>
<td>OTHER DOCUMENTATION</td>
</tr>
<tr>
<td>GRANT FUNDED STUDENTS:</td>
</tr>
<tr>
<td>FAMILY FOCUSED INTERVENTION REQUIREMENT: Document family focused intervention totaling 100 hours. Students must include documentation of hours. This requirement may be achieved via: internship, volunteering, special course projects, or field experience associated with: EDSE 685, 622Y, 620Y or other electives taken throughout the students’ program or professional work</td>
</tr>
<tr>
<td>GRANT FUNDED STUDENTS:</td>
</tr>
<tr>
<td>AUTISM, FETAL ALCOHOL SPECTRUM DISORDERS, OR OTHER SEVERE DISABILITIES ASSESSMENT</td>
</tr>
<tr>
<td>Demonstrate the ability to conduct an intervention program on a child with autism, FAS/FAE or severe disabilities. Documentation may include: results from assessment; IEP/IFSP objective/outcome, intervention strategies used, data sheet, graph and write up documenting the students ability to make child change (for a child with ASD, FASD, or severe disabilities).</td>
</tr>
<tr>
<td>OTHER DOCUMENTATION</td>
</tr>
</tbody>
</table>

**Evaluator’s Comments**

| 1 2 3 4 5 |
| Standard is Met if score is equal to or greater than “4” |
| * All grades must be a B or better or scale score of “3” can be listed to receive a Met |

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**PASSING SCORES FOR ASSESSMENT ITEMS BELOW**

- Scale scores must be equal to or greater than “4”
- Letter grades must be “B” or higher
### 8. Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use **multiple types of assessment information** for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate **use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **non-biased, meaningful assessments and decision-making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators **regularly monitor the progress** of individuals with ELN in general and special curricula. Special educators use **appropriate technologies** to support their assessments.

<table>
<thead>
<tr>
<th>Understand legal policies and ethical principles of measurement and assessment (basic assessment terminology; measurement theory; screening, pre-referral and classification procedures; use and limitations of assessment instruments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use assessment instruments effectively (gather relevant background data; administer nonbiased formal and informal assessments; develop and modify assessment tools and strategies; interpret information)</td>
</tr>
<tr>
<td>Use assessment information in making eligibility, program and placement decisions (considering cultural diversity, collaborate with team members; use effective communication skills)</td>
</tr>
<tr>
<td>Regularly monitor progress of individuals with ELN (create and maintain records; monitor development and instruction using appropriate formal and informal assessments)</td>
</tr>
<tr>
<td>Work collaboratively with families and other professionals (integrate assessment results into individualized family service plans and individualized educational plans; assist families in identifying their concerns, resources, and priorities; evaluate services with families)</td>
</tr>
</tbody>
</table>

#### PRAXIS II Special Education Preschool/Early Childhood (Test Code 0690) Test Category: Evaluation, Assessment, and Eligibility Criteria (include a copy of your PRAXIS subtest scores)

<table>
<thead>
<tr>
<th>Subtest Score ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle the range into which your score fell (Below Average Range = 3; Average Range = 4; Above Average Range = 5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDSE 610 Assessment projects (include one report)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report #1 Grade/points earned ____________ Total points possible__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDSE 620Y Internship (include copies of pertinent assessment reports, protocols) or observations</th>
</tr>
</thead>
</table>

Other documentation

**Grant Funded Students: (Optional)**

**Autism, Fetal Alcohol Spectrum Disorders, or other Severe Disabilities Assessment**

Demonstrate the ability to conduct an eligibility and program assessment on a child with autism, FAS/FAE or severe disabilities. Documentation may include: the protocol, assessment write up and findings, observational notes or file reviews, or program assessments.

Evaluator’s Comments

**Standard is Met if score is equal to or greater than “4”**

*All grades must be a B or better” or scale score of “3” can be listed to receive a Met*
## 9. Professional and Ethical Practice

Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

| Knowledgeable about early childhood special education professional organizations and publications, research-validated practice, attitudes, behaviors, and ways of communicating (personal cultural biases; role models for individuals with ELN; lifelong professional development) |
| Acts ethically (CEC Code of Ethics, advocating for appropriate services; displays appropriate professional dispositions; advocate for enhanced professional status and working conditions for early childhood service providers) |
| Upholds professional standards of practice (AK State and other professional standards; conducts professional activities in compliance with applicable laws and policies; limits activities to professional skills and seeks assistance as needed; recognizes child abuse, etc. and follows reporting procedures; use appropriate team process models) |
| Professional development plan and lifelong learning (has a plan that involves early childhood special education professional development that benefits individuals with ELN, their families, and colleagues; reflects on own practice to improve; identifies new evidence-based practices and integrates into practice) |
| Reflects on practice (uses verbal and nonverbal, and written language effectively; accesses information on exceptionalities; conducts self-evaluation of instruction) |
| Sensitivity to many aspects of diversity (use family theories and principles to guide practice; respect family choices and goals; commitment to develop the highest education and quality-of-life potential of individuals with ELN) |

### PRAXIS II Special Education Preschool/Early Childhood (Test Code 0690) Test category: Professional Practice (include a copy of your PRAXIS subtest scores)

<table>
<thead>
<tr>
<th>Subtest Score</th>
<th>Circle the range into which your score fell (Below Average Range = 3; Average Range = 4; Above Average Range = 5)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>EDSE 681 Position papers – Include best examples of Position Papers Include grading rubric for each paper submitted.</td>
</tr>
<tr>
<td></td>
<td>EDSE 620Y Recommend Professional Practices (include the Internship final evaluation conference report)</td>
</tr>
<tr>
<td></td>
<td>Other documentation</td>
</tr>
<tr>
<td></td>
<td>Evaluator’s Comments</td>
</tr>
</tbody>
</table>

**Standard is Met if score is equal to or greater than “4”**

*All grades must be a B or better or scale score of “3” can be listed to receive a Met*
## 10. Collaboration

Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.** This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a **resource to their colleagues** in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to **facilitate the successful transitions** of individuals with ELN across settings and services.

Knowledgeable about consultation and collaboration models and strategies (roles of various individuals; concerns of families and strategies to assist them; culturally responsive factors that promote communication and collaboration; dynamics of team-building, problem-solving, and conflict resolution)

Collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways (plan and conduct collaborative conferences; maintain confidentiality; foster respectful and beneficial relationships between individuals and with families; foster active participation; use various models of consultation in early childhood settings; use group problem solving skills; integrate individuals with ELN into various settings; communicate information about the curriculum and child’s progress)

Serve as resource for others (assist in planning for transitions; observe, evaluate and provide feedback to paraeducators; communicate with school personnel about individuals with ELN; model techniques and coach others in the use of instructional methods and accommodations)

### PRAXIS II Special Education Preschool/Early Childhood (Test Code 0690) Test Category: Family and Community Aspects

(include a copy of your PRAXIS subtest scores)

**Subtest Score:**

Circle the range into which your score fell (Below Average Range = 3; Average Range = 4; Above Average Range = 5)

**Professional dispositions (Include disposition forms) (score of 146 required out of 219)**

<table>
<thead>
<tr>
<th>Self-Review Score</th>
<th>Supervisor Review Score</th>
<th>Host Teacher Review Score</th>
</tr>
</thead>
</table>

**EDSE 674 Family based experience** (include the report)

Report Grade/points earned ____________ Total points possible________

**Other documentation**

**Grant funded students (Leadership Activities):**

Students must include documentation of the Leadership requirements via: internship, volunteering, special course projects, or field experience associated with: EDSE 685, 474, 622Y, 620Y or other electives taken throughout the students’ program in the following areas:

**In-service Training:** Document developing, implementing, and evaluating in-service training, technical assistance or workshop on a topic related to Early Intervention/Early Childhood Special Education. Documentation must include workshop agenda, presentation materials, evaluation of the training, and a brief reflection. Note: This is not in-services that you attended; you must present them.

**Professional Membership:** Documentation that shows your membership to one professional national organization related to ECSE.

**Care Coordination:** Demonstrate participation in care coordination for at least 2 young children with disabilities. Documentation must include a description of the child, the coordination that occurred, and an outcome. This may include documentation from course projects, professional work, or volunteer activities.

**Evaluator’s Comments**

Standard is Met if score is equal to or greater than “4”

*All grades must be a B or better or scale score of “3” can be listed to receive a Met*
Appendix B: Planning for Instruction

Measure Description:
EDSE A622Y Strategies requires students to implement an intervention plan with an individual child and collect data on child change.

Factors that affect the collected data
Sometimes the selected child is unavailable to participate due to factors beyond the control of the UAA candidate (e.g. illness, moving, parental withdrawal, transportation).

How to interpret the data
A grading rubric is used that contains the key elements of an instructional plan. Student produces written intervention plans and child data to show change.
## EDSE 622Y Strategies
### Intervention Project

<table>
<thead>
<tr>
<th>Student:</th>
<th></th>
<th></th>
<th></th>
<th>Score /200</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 points</td>
<td>1 point</td>
<td>2 points</td>
<td>Weight</td>
</tr>
<tr>
<td>Video demonstration</td>
<td>No video</td>
<td>Pre or post tape (omitted one)</td>
<td>Pre-tape: 3-5 minutes</td>
<td>10</td>
</tr>
<tr>
<td>Video quality</td>
<td>Improper format Audio/video problems</td>
<td>Problem with audio, or video Did not seek alternatives from instructor</td>
<td>1) Audible 2) Viewable 3) VHS format or digital</td>
<td>10</td>
</tr>
<tr>
<td>Brief history of child &amp; pertinent family history</td>
<td>Omitted Inappropriate content Not confidential</td>
<td>Lacked details helpful to understanding the intervention plan Confidential</td>
<td>Contained details helpful to understanding of the intervention plan Confidential</td>
<td>10</td>
</tr>
<tr>
<td>8 Written Intervention Plans</td>
<td>Fewer than 6 requirements met</td>
<td>6/8 requirements met</td>
<td>1. Objective or outcome (meaningful) 2. Criteria for success established 3. Listed: • Desired responses + • Undesired responses - • Consequences for + and - 4. Strategies clearly identified (labeled and described) 5. Reflection on each plan after implemented. Recommendations for next lesson based on child progress 6. Implemented 8 written plans 7. Activity briefly described 8. Additional pertinent information</td>
<td>20</td>
</tr>
<tr>
<td>B-2 followed 7 step process page 63 YEC Monograph #5. Preschool followed ABI or SPIES</td>
<td>In addition, criteria in point columns are evident.</td>
<td></td>
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</tr>
<tr>
<td>Monitoring Progress</td>
<td>Included less than 3 requirements Included Information On 3/4 requirements</td>
<td>1. Progress monitored for each intervention 2. Data collection appropriate 2. Data results graphed 3. Outcome analyzed in narrative description 4. Recommendations for next intervention are made based on child outcome from each lesson.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Reflection (Self-evaluation)</td>
<td>Omitted Limited reflection of strengths and needs</td>
<td>Compare pre-post video Compare child’s performance before and after Reflection of your strengths and needs Consider DEC recommended practices</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Permission slip</td>
<td>Omitted Attached &amp; signed</td>
<td>Attached and Signed Copy of student’s letter to seek participation</td>
<td></td>
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</tr>
<tr>
<td>Log</td>
<td>Missing Partially complete (75% or greater) Includes dates, hours, locations, activities for this semester’s field experiences</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1st two intervention plans submitted</td>
<td>Did not submit early Submitted and did not make changes</td>
<td>Submitted first 2 intervention plans for instructor review (include with instructor’s comments)</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Evaluation of Clinical Practice

Measure Description:
EDSE A620Y Internship requires a portfolio to demonstrate candidate competencies. In addition, a final evaluation conference is held with the mentor teacher, the candidate, and the UAA supervisor.

Factors that affect the collected data
Sometimes mentor teachers are hesitant to release full responsibility for intervention to the intern. Also, there may not be sufficient opportunity for an intern to meet expectations. For example, there might not be a child who requires assistive technology, therefore limited the opportunity for the intern to work with a child requiring assistive technology. In such a case an alternative activity is designed for the intern to demonstrate proficiency.

How to interpret the data
A midterm and final conference is held with the mentor teacher, intern, and UAA supervisor to evaluate intern performance, using an evaluation conference form that documents proficiency in the Division of Early Childhood (DEC) recommended practices.
University of Alaska Anchorage
Early Intervention/Early Childhood Special Education

EDSE A620Y Internship

_____ Mid-Term Conference     OR     _____ Final Conference

Intern:                             Date:                      PASS_____   FAIL_____

Directions: The intern will use this as a self-rating form. The host teacher will independently rate the intern. During a joint conference with the intern, host, and supervisor, the ratings will be discussed. Indicate the type of documentation the rating was based on such as: direct observation; folio product; reflective journal; seminar participation; internship activity.

Rating Scale:

0 = No Opportunity to demonstrate required recommended practices and professional behaviors. Discuss next steps with supervisor.
1 = Quality of work is poor. Removal from placement may be initiated. Discuss next steps with supervisor.
2 = Quality of work needs significant improvement. Requires extensive assistance and supervision to demonstrate required recommended practices and professional dispositions.
3 = Quality of work is below average. Demonstrates minimal competence in required recommended practices and professional dispositions. Additional experience is needed to increase independence and improve quality of work. Supervision is required.
4 = Quality of work is very good. Demonstrates competence in required recommended practices and professional dispositions. Additional experience is needed to expand competencies across various disabilities and settings. Limited supervision is required.
5 = Quality of work is exemplary. Demonstrates competence in a recommended practices and professional dispositions across various disabilities and settings. Independently performs at a professional level.

A mean score of “4” must be achieved on the composite score for each recommended practice strand with only one recommended practice rating at or below a “3”.

AAC Agenda 5/4/18

2018_AAP_Early-Childhood-Special-Education_MEd_COE.docx  Submitted 6-23-08 Page 27 of 36

AAC Agenda 5/4/18
<table>
<thead>
<tr>
<th>PB: Professional Behaviors (Mean Score ___ Number of Scores below 3 ___)</th>
<th>Documentation</th>
<th>Intern</th>
<th>Host</th>
<th>Supv</th>
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<tbody>
<tr>
<td>1. Dependable, conscientious, and punctual.</td>
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<td>2. Meets work schedule demands.</td>
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<tr>
<td>3. Is aware of the importance of professional appearance and demeanor.</td>
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<td>4. Acts in accordance with site policies and practices.</td>
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<tr>
<td>5. Interacts constructively with colleagues, administrators, supervisors, and parents.</td>
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<tr>
<td>6. Exhibits energy, drive and determination to make the classroom the best possible environment for learning.</td>
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<tr>
<td>Collaboration (Mean Score___Number of Scores below 3___)</td>
<td>Documentation</td>
<td>Intern</td>
<td>Host</td>
<td>Supv</td>
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<tr>
<td>1. Functions as a positive member of an intervention team.</td>
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<tr>
<td>2. Demonstrates appropriate and effective interpersonal communication skills.</td>
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<td>3. Demonstrates professional roles in Early Intervention.</td>
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<tr>
<td>4. Practices team collaboration in EI/ECSE setting by sharing responsibilities.</td>
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<td>5. Support paraprofessionals so they are treated respectfully and their skills are used most effectively.</td>
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<tr>
<td>6. Engages in role release (help others learn skills) and role acceptance (learn other’s skills).</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment (Mean Score___Number of Scores below 3___)</th>
<th>Documentation</th>
<th>Intern</th>
<th>Host</th>
<th>Supv</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conducts a minimum of three (3) assessments using different procedures/tools.</td>
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<tr>
<td>2. Collects, interprets and summarizes, in writing, information from records.</td>
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<tr>
<td>3. Uses multiple measures to assess child status, progress, and program impact and outcomes (i.e. developmental observations, criterion/curriculum-based, interviews, informed clinical opinion, curriculum-compatible norm referenced scales).</td>
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<tr>
<td>4. Selects materials and procedures that accommodate the child’s sensory, physical, responsive, and temperamental differences.</td>
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<tr>
<td>5. Capture child’s authentic behaviors in routine circumstances.</td>
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<tr>
<td>6. Seeks information from family members.</td>
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<tr>
<td>7. Assess child’s strength and needs across all developmental and behavioral domains.</td>
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<tr>
<td>8. Use methods that link assessment to individual program planning and progress evaluation ad is immediately useful for planning goals and objectives.</td>
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<tr>
<td>9. Appraise the level of support a child requires to perform a task.</td>
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<tr>
<td>10. Report results that are understandable and useful for families.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Child-Focused Intervention (Mean Score</th>
<th>Number of Scores below</th>
<th>Documentation</th>
<th>Intern</th>
<th>Host</th>
<th>Supv</th>
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<tbody>
<tr>
<td>3)</td>
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</table>

1. Design environment to promote children’s safety, active engagement, learning, participation, and membership

   a. Structure and adapt social dimension of environment to promote engagement, interaction, communication, and learning by providing peer models, peer proximity, responsive adults, and imitative adults; and by expanding children’s play and behavior.

   b. Structure routines and transitions to promote interaction, communication and learning by being responsive to child behavior and using naturalistic time delay, interrupted chain procedure, transition based teaching, and visual cue systems.

   c. Structure play routines to promote interaction, communication and learning by defining roles for dramatic play, prompting engagement, prompting group friendship activities and using specialized props.

   d. Ensure physical and emotional safety and security of children.

   e. Facilitate children’s engagement with their environment to encourage child-initiated learning that is not dependent on the adult’s presence.

   f. Provide environment that encourages positive relationships such as peer-peer; parent-child, parent-caregiver, teacher-child.

2. Individualize and adapt practices for each child based on ongoing data to meet children’s changing needs. (data-based decision making)

   a. Individualize intervention based on: 1) child’s present level of functioning across relevant domains; 2) family’s views of what child needs to learn; 3) professional views of what child needs to learn; 4) and the demands, expectations, requirements of the child’s current environments.
b. Data-based decisions are used to make modifications in intervention. Child performance is monitored and data are collected to determine the impact of the intervention plan on the child’s progress, and the monitoring must be feasible and useful within the child’s environments (“user-friendly”) and used to modify intervention if needed.

c. Intervention strategies promote/each skills necessary to function more completely, competently, adaptively and independently. Examples of skills include, but are not limited to:
1) active engagement with materials, objects, activities, peers, adults
2) initiate play, social interactions, communication—without adult assistance
3) respond to initiations and behavior of peers and adults
4) respond to environmental cues without adult direction
5) interact socially with family, peers, and others
6) communicate with peers and adults

e. Behavior is recognized, interpreted in context, responded to contingently, and opportunities are provided for expansion or elaboration by imitating the behavior, waiting for child’s responses, modeling, and prompting.

(Child-Focused Interventions continued)

<table>
<thead>
<tr>
<th>3. Use systematic procedures within and across environments, activities, and routines to promote children’s learning and participation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Act as change agent to promote and accelerate learning through different phases each requiring different intervention strategies.</td>
</tr>
<tr>
<td>• Acquisition (learning how to do the skill)</td>
</tr>
<tr>
<td>• Fluency (learning to do the skill smoothly and at natural times)</td>
</tr>
<tr>
<td>• Maintenance—learning to do the skill after instruction</td>
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</tbody>
</table>
has stopped

- Generalization (learning to apply the skill whenever and wherever it is needed)

b. Implement intervention strategies systematically, frequently, and consistently within and across environments and across people.

c. Plan prior to implementation with consideration of the intervention environment.

d. Consequences for children’s behavior are structured to increase: the complexity and duration of children’s play, engagement, appropriate behavior, and learning by using different reinforcement, response shaping, high probability procedures, and correspondence training.

e. Use systematic naturalistic intervention procedures such as: models, expansions, incidental teaching, mand-model procedure, and naturalistic time delay to promote acquisition and use of communication and social skills.

f. Use peer-mediated strategies to promote social and communicative behavior.

- Use prompting and prompt fading procedures (e.g. modeling, graduated guidance, increasing assistance, time delay) to ensure acquisition and use of communicative, self-care, cognitive, and social skills.

h. Embed and distribute specialized intervention strategies within and across activities.

- Use instructional strategies with sufficient fidelity, consistency, frequency, and intensity to ensure high levels of behavior occurring frequently. (adequate opportunities for child to practice)

j. Use functional behavioral assessment for challenging behaviors.
   Assess behavior in context to identify function
   Devise interventions which make behavior irrelevant, inefficient, and ineffective
<table>
<thead>
<tr>
<th>Family Based Practices (Mean Score 3 Number of Scores below 3)</th>
<th>Documentation</th>
<th>Intern</th>
<th>Host</th>
<th>Supv</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Families and professionals share responsibility and work collaboratively.</td>
<td></td>
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</tr>
<tr>
<td>a. Use helping styles that promote shared family/professional responsibility in achieving family-identified outcomes.</td>
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<tr>
<td>b. Build relationship with family that is responsive to cultural, language, and other family characteristics.</td>
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<tr>
<td>2. Practices strengthen family functioning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Practices, supports, and resources provide families with participatory experiences and opportunities promoting choice and decision making.</td>
<td></td>
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</tr>
<tr>
<td>b. Practices, supports, and resources support family participation in obtaining desired resources and supports to strengthen parenting competence and confidence.</td>
<td></td>
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<tr>
<td>c. Supports and resources provide families with information, competency-enhancing experiences, and participatory opportunities to strengthen family functioning and promote parenting knowledge and skills.</td>
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<tr>
<td>d. Supports and resources are mobilized in ways that are supportive and do not disrupt family and community life.</td>
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<tr>
<td>3. Practices are individualized and flexible.</td>
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</tr>
<tr>
<td>a. Resources and supports are provided in ways that are flexible, individualized, and tailored to the child’s and family’s preferences and styles, ad promote well-being.</td>
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<tr>
<td>b. Resources and supports match each family member’s identified priorities and preferences.</td>
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</tr>
<tr>
<td>c. Practices, supports and resources are responsive to the cultural, ethnic, racial, language, and socioeconomic characteristics and preferences of families and their communities.</td>
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<tr>
<td>4. Practices are strengths- and assets-based.</td>
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</tr>
<tr>
<td>a. Family and child strengths and assets are used as a basis for engaging families in participatory experiences supporting parenting competence and confidence.</td>
<td></td>
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<tr>
<td>b. Practices, supports, and resources build on existing</td>
<td></td>
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</tbody>
</table>
parenting competence and confidence.

c. Practices, supports, and resources promote the family’s and professional’s acquisition of new knowledge and skills to strengthen competence and confidence.

<table>
<thead>
<tr>
<th>IEP/IFSP Development (Mean Score___Number of Scores below 3___)</th>
<th>Documentation</th>
<th>Intern</th>
<th>Host</th>
<th>Supv</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participate in the development of at least 3 IEPs/IFSPs.</td>
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<tr>
<td>2. Link IEP/IFSP to assessment and to intervention plans.</td>
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<td>3. Seek family input.</td>
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<tr>
<td>4. Collaborate appropriate with other colleagues.</td>
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<tr>
<td>5. Adhere to legal procedures and local policies.</td>
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</table>

<table>
<thead>
<tr>
<th>Technology (Mean Score___Number of Scores below 3___)</th>
<th>Documentation</th>
<th>Intern</th>
<th>Host</th>
<th>Supv</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Refer to DEC Recommended Practices in Early Intervention/Early Childhood Special Education. Sandall, Susan. McLean, Mary E. Smith, Barbara J. Sopris West. 2000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Use technology to improve services for children with disabilities to increase:</td>
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<td></td>
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<tr>
<td>▪ Communication and language</td>
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<tr>
<td>▪ Environmental Access</td>
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<tr>
<td>▪ Social-Adaptive Skills</td>
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<tr>
<td>▪ Mobility and Orientation Skills</td>
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<tr>
<td>▪ Daily Life Skills</td>
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<td>▪ Social Interaction Skills</td>
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<tr>
<td>▪ Health</td>
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<tr>
<td>▪ Positioning/Handling</td>
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<tr>
<td>2. Consider chronological age-appropriateness and developmentally appropriate practices for infants, toddlers, and preschool children when recommending and using assistive technology in assessment and intervention.</td>
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<tr>
<td>3. Match assistive technology to intervention and instructional objectives and evaluate to determine the effectiveness of the</td>
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</table>
tool/device.
4. Consider family preference.
5. Place tool/device in location where instruction and interaction take place.

Summary and Recommendations:

____________________________________
Intern Signature

____________________________________
Host Teacher Signature

____________________________________
University Supervisor Signature

Date
Appendix D: Candidates’ Effect on Student Learning

Measure Description:
EDSE A620Y Internship and the EDSE A622Y Intervention Project (see Appendix B & C).

Factors that affect the collected data
Refer to Appendices B & C.

How to interpret the data
A midterm and final conference is held with the mentor teacher, intern, and UAA supervisor to evaluate intern performance, using an evaluation conference form that documents proficiency in the Division of Early Childhood (DEC) recommended practices (see Appendices B & C).
Fire and Emergency Services Technology A.A.S

Academic Assessment Plan

Adopted by

The Fire and Emergency Services Technology Program Faculty
March 1, 2015

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 5/4/18
Reviewed by the Faculty Senate as an information item: 5/4/18
# TABLE OF CONTENTS

- **Mission Statement**
- **Program Introduction**
- **Assessment Process Introduction**
- **Student Learning Outcomes**
- **Table 1: Association of Assessment Measures to Student Learning Outcomes**
- **Assessment Measures**
- **Table 2: Assessment Measures and Administration**
- **Assessment Implementation & Analysis for Program Improvement**
  - General Implementation Strategy
  - Method of Data Analysis and Formulation of Recommendations for Program Improvement
  - Modification of the Assessment Plan
- **Appendices A-F**
MISSION STATEMENT
THE FIRE AND EMERGENCY SERVICES TECHNOLOGY PROGRAM PROVIDES ENTRY-LEVEL KNOWLEDGE AND SKILLS FOR STUDENTS PLANNING A CAREER IN EMERGENCY SERVICES AS WELL AS PROVIDING FOR CAREER ADVANCEMENT AND PROFESSIONAL DEVELOPMENT OF CURRENT FIREFIGHTERS.

PROGRAM INTRODUCTION
The Associate of Applied Science degree has a technical core which follows the National Fire Academy’s Fire and Emergency Service Higher Education model core curriculum for two-year degree programs. The technical core consists of courses in principles of emergency services, building construction, fire prevention, safety and survival, protection systems, and fire behavior and combustion. Each student must complete the technical core as well as MATH A105 or GER Quantitative Skills course, a natural science with lab, and additional UAA AAS General Course Requirements. The student also completes courses from a variety of program electives.

ASSESSMENT PROCESS INTRODUCTION
This plan defines the expected student learning outcomes for the Fire and Emergency Services Technology program and outlines tools for assessing achievements such as exam questions, and course projects.

The revision of these outcomes is necessitated by the previous year’s assessment which indicated inadequate measures.

This plan has been rewritten to more accurately assess the Student Learning Outcomes.
STUDENT LEARNING OUTCOMES

Graduates of the Fire and Emergency Services Technology program are prepared to:

- Discuss the history, support organizations, resources, incident management, training, and emergency operations and relate how each plays a role within emergency services.
- Define and use basic terms and concepts associated with the chemistry and dynamics of fire.
- Relate how fire prevention and fire inspections are connected.
- Demonstrate the importance of public education in relation to fire prevention.
- Identify the equipment and systems used in control and extinguishment of fire.
- Identify the types of building construction and their uniqueness under fire conditions and how these components are related to firefighter and life safety.
- Relate how the basic principles and history related to the national firefighter life safety initiatives foster the need for cultural and behavioral change throughout the emergency services.
Table 1: Association of Assessment Measures to Program Outcomes
This table is intended to help organize outcomes and the measures that are used to assess them. Each measure contributes information on the students’ achievement of a different set of outcomes. That contribution is tracked in this table.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Final Exam Fire 101</th>
<th>Final Exam Fire 105</th>
<th>Project Fire 121</th>
<th>Final Exam Fire 214</th>
<th>Exam question Fire 206</th>
<th>Final Exam Fire 221</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the history, support organizations, resources, incident management, training, and emergency operations and relate how each plays a role within emergency services.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Define and use basic terms and concepts associated with the chemistry and dynamics of fire.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Relate how fire prevention and fire inspection are connected.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrate the knowledge of public education in relation to fire prevention.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Identify the equipment and systems used in the control and extinguishment of fire.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Identify the types of building construction and their uniqueness under fire conditions and how these components are related to firefighter and life safety.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Relate how the basic principles and history related to the national firefighter life safety initiatives foster the need for cultural and behavioral change throughout the emergency services.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.
**ASSESSMENT MEASURES**

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

**TABLE 2: PROGRAM OUTCOMES ASSESSMENT MEASURES AND ADMINISTRATION**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRE 101 Final Exam</td>
<td>Measure the student’s knowledge of the history, support organizations, resources, and emergency operations and the ability to relate how each plays a role within emergency services.</td>
<td>Spring and Fall Semester</td>
<td>Exam</td>
<td>Faculty</td>
</tr>
<tr>
<td>FIRE 105 Final Exam</td>
<td>Measures the students understanding of fire inspection and fire prevention</td>
<td>Spring and Fall Semester</td>
<td>Exam</td>
<td>Faculty</td>
</tr>
<tr>
<td>FIRE 121 Project</td>
<td>Measure the student’s understanding of terms and concepts associated with chemistry and dynamics of fire.</td>
<td>Spring and Fall Semester</td>
<td>Project</td>
<td>Faculty</td>
</tr>
<tr>
<td>FIRE 214 Final Exam</td>
<td>Measures student’s ability to identify various types of fire prevention systems, their components and applications.</td>
<td>Fall Semester</td>
<td>Exam</td>
<td>Faculty</td>
</tr>
<tr>
<td>FIRE 206 Exam</td>
<td>Measures the student’s ability to identify the major types of building construction.</td>
<td>Fall Semester</td>
<td>Exam</td>
<td>Faculty</td>
</tr>
<tr>
<td>FIRE 221 Exam</td>
<td>Measures the student's knowledge of how the basic principles and history related to the national firefighter life safety initiatives foster the need for cultural and behavioral change throughout the emergency services.</td>
<td>Spring Semester</td>
<td>Exam</td>
<td>Faculty</td>
</tr>
</tbody>
</table>
ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

The Fire and Emergency Services Technology program will implement the outcomes assessment when the technical core courses have been completed. Exam questions, projects, and activity scores will be provided to the program coordinator and tabulated at the end each academic year. Program changes may or may not be implemented depending on the results.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The program faculty will meet during the fall semester of each year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format). The program faculty will meet at least once a year to review the data collected using the assessment measures. A plan for implementing the recommended changes, including of advertising the changes to all the program’s stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:
  o changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
  o changes in faculty/staff assignments
  o changes in advising methods and requirements
  o addition and/or replacement of equipment
  o changes to facilities

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. The changes will be approved by the faculty of the program. The modified assessment plan will be forwarded to the dean/director’s office and the Office of Academic Affairs.
APPENDIX A: FIRE 101 EXAM

Measure Description:

Individual questions measure the student’s knowledge of the history, support organizations, resources, and emergency operations and the ability to relate how each plays a role within emergency services.

This is an open book essay final. The student must answer in detail the following questions.

- Describe in detail the history of the fire service, from its known beginnings to its modern day operations. Include who, what, when, where, and why.
- Describe in detail the support organizations for the fire service. Who are they, what do they do, how do we use their support, and why do we need them?
- Describe in detail a fire department training organization. What is its purpose, its need, differences in training, how it affects incident effectiveness, how performance standards are determined, and what makes a good training officer.
- Describe in detail Incident Management. Include the need for a plan, thought processes, strategic priorities, size-up, communication, NIMS, and unified command.
- Identify, describe, and explain the role of the fire department at various types of emergencies, limitations of the fire department, and safety considerations when operating at different types of emergencies.

Factors that affect the collected data:

Factors may include lack of reading comprehension, personal issues, and test taking ability.

How to interpret the data:

This is a final exam worth 0-100 points. Each question is worth 20 points.
APPENDIX B: FIRE 105 FINAL EXAM

Measure Description:
The final exam measures the student’s understanding of fire inspection and fire prevention.

Examples:
1. Example question #1.
2. Example question #2.
3. Example question #3.

Factors that affect the collected data:
Reading Comprehension.

How to interpret the data:
Exams are graded on a scale from 0-100 points.
APPENDIX C: FIRE 121 PROJECT

Measure Description:
Chemistry project measures the student’s understanding of terms and concepts associated with chemistry and dynamics of fire.

Factors that affect the collected data:
Personal issues.

How to interpret the data:
Project is worth 0 to 40 points.
APPENDIX D: FIRE 206 EXAM

Measure Description:

Individual exam questions measure the student’s ability to identify the major types of building construction.

Examples:

1. Platform frame, balloon frame, and post and frame are frames used for what type of building construction?
2. What type of building construction is called ordinary, is found in one story strip malls, may have cast in place concrete walls, usually has a cockloft, and as a general rule there is no effective fire separation.
3. What type of building construction is described in the following: floors are of thick grooved, splined, or laminated planks, roofs of thick splined or laminated planks are supported by beams or timber archers or trusses, the ends of girders are fire cut to release in the event of a collapse without bringing the wall down?
4. What type of construction must have a specified fire resistance to be classed as fire resistive building?
5. What type of buildings were the Twin Towers?

Factors that affect the collected data:

Other than test taking ability or personal issues there are no factors.

How to interpret the data:

Individual questions are either correct (1) or incorrect (0). Score from 0-100.
APPENDIX E: FIRE 214 FINAL EXAM

Measure Description:

Individual exam questions measure the student’s ability to identify various types of fire protection systems, their components, and applications.

Examples:

1. Name the four types of fire sprinkler systems and explain the differences.
2. What type of fire alarm notification signal is used today in public buildings?
3. There are three types of standpipes, name the intended users of each type.
4. What is the most easily identifiable characteristic of a dry barrel fire hydrant?
5. What type of chemical system is used in commercial cooking applications?
6. A fire extinguisher with multipurpose powder can be used on what classes of fire?

Factors that affect the collected data:

Test taking ability, reading comprehension.

How to interpret the data:

Final exam is worth 1-100 points, each question is worth 2.5 points.
Measure Description:

Measures the student’s knowledge of how the basic principles and history related to the national firefighter life safety initiatives foster the need for cultural and behavioral change throughout the emergency services.

Examples:
1. What standard addresses fire department health and safety?
2. In what section of a near-miss report would the reporter put the events into his or her own words?
3. When should the initial debriefing or crisis intervention be scheduled?
4. What type of reporting has the disadvantage of accuracy is not guaranteed because no verification of the report is conducted?
5. What is the disadvantage of recognition-primed decision making?

Factors that affect the collected data:

Test taking ability.

How to interpret the data:

Score from 0-100.
Bachelor of Science in Geological Sciences

Program Student Learning Outcomes

The curriculum of the UAA Geological Sciences program is designed to produce graduates who:

- Have a basic knowledge of the principles related to the geological sciences with either an emphasis in environmental geology or general geology.
- Have an understanding of how to think scientifically and apply their knowledge to solve geologic problems.
- Have sufficient competence to obtain employment as an entry-level geologist or environmental geologist, and be able to progress professionally within the discipline and are prepared for advanced study.
- Have a fundamental understanding of Alaskan geology and environmental problems in Alaska.
- Are able to communicate their ideas.
- Are prepared for and understand the need for continued professional development throughout their careers.

In keeping with the objectives, it is expected that graduates of the UAA Geological Sciences program will have:

- An ability to apply their knowledge of general geology and/or environmental geology.
- An ability to accept challenges and think through problems until they are solved.
- An ability to design and conduct projects that include field work, laboratory analyses and interpretation in their area of emphasis.
- Experience in field geology in Alaska.
- An ability to communicate effectively.
- A recognition of the need for, and ability to pursue, lifelong learning.

Academic Affairs Note 5/1/18: The Geological Sciences faculty confirm that the Catalog outcomes are accurate. They will submit a new assessment plan by early Fall which aligns with the outcomes and updates their approach to assessment.
Human Services Associate (AAS), Bachelor (BHS) Degree Programs, and the Conflict Resolution Occupational Endorsement

Academic Assessment Plan

Adopted by

The Human Services faculty: 2017-2018

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 5/4/18
Reviewed by the Faculty Senate as an information item: 5/4/18
Table of Contents

Mission Statement .................................................................3
Program Student Learning Outcomes.................................3
Measures.............................................................................4
Process...............................................................................4-5
Appendix A Practicum Experience Competencies.................6-10
Appendix B Senior Capstone Project Assessment Rubric........11-13
Appendix C Group Proposal Rubric.....................................14-15
Appendix D Active Listening Skills Rubric.........................16-17
Appendix E Conflict Resolution Skills Rubric.....................18-20
MISSION STATEMENT

The mission of the Department of Human Services is “to provide career-focused programs preparing students as human service professionals through a competency based community oriented program blending classroom and experiential learning (2012-17 Strategic Plan) with the focus of blending practicum experience with course work leading to a readiness for employment into the community at both the AAS and BHS level.

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with AAS in Human Services will be able to:

- Apply the skills necessary to assess client’s needs and develop a care plan.
- Demonstrate knowledge of the National Organization for Human Services (NOHS) Standards for Ethical Behavior to their professional work.
- Demonstrate active listening paraprofessional counseling skills.
- Apply knowledge to develop community-based human service organizations.

Students graduating with BHS in Human Services will be able to:

- Demonstrate skills in assessing need and providing services to individuals, families and groups.
- Apply the National Organization for Human Services (NOHS) Standards for Ethical Behavior to their professional work.
- Demonstrate skills in research design, data collection, and analysis.
- Effectively intervene with individuals from diverse populations.

Students graduating with Conflict Resolution Endorsement will be able to:

- Demonstrate conflict resolution skills

MEASURES

Senior Capstone Project

Classroom Role-plays

Organization Proposal

Assessment and Care Plan Skill Package

Practicum I and II Assessment and Care Plan Evaluations

Non-profit Agency Field Instructors’ Evaluations for Practicum I, II, and III
## Process

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Student Learning Outcome</th>
<th>Measure</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services AAS Program</td>
<td>Apply the skills necessary to assess client’s needs and develop a care plan.</td>
<td>Practicum I and II Assessment and Care Plan evaluations</td>
<td>Graded and results compiled by the professors</td>
</tr>
<tr>
<td>Human Services AAS Program</td>
<td>Demonstrate knowledge of the National Organization for Human Services (NOHS) Standards for Ethical Behavior to their professional work.</td>
<td>Field Instructors’ Evaluations for Practicum I, II</td>
<td>Administered each semester and compiled by the Practicum Specialist</td>
</tr>
<tr>
<td>Human Services AAS Program</td>
<td>Demonstrate active listening paraprofessional counseling skills.</td>
<td>Classroom Role-plays</td>
<td>Graded and results compiled by the professors</td>
</tr>
<tr>
<td>Human Services AAS Program</td>
<td>Apply knowledge to development community-based human service organizations.</td>
<td>Organization Proposal</td>
<td>Administered each semester and compiled by the Practicum Specialist</td>
</tr>
<tr>
<td>Human Services BHS Program</td>
<td>Demonstrate skills in assessing need and providing services to individuals, families and groups.</td>
<td>Assessment and Care Plan Skill Package</td>
<td>Administered each semester in respective courses and graded by the Professor</td>
</tr>
<tr>
<td>Human Services BHS Program</td>
<td>Apply the National Organization for Human Services (NOHS) Standards for Ethical Behavior to their professional work.</td>
<td>Field Instructors’ Evaluations for Practicum III</td>
<td>Administered each semester and compiled by the Practicum Specialist</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Human Services BHS Program</td>
<td>Demonstrate skills in research design, data collection, and analysis.</td>
<td>Senior Capstone Project</td>
<td>Student completes by the end of the senior year and the Capstone Review Committee evaluates the product and presentation for a grade. Results are compiled by their professor.</td>
</tr>
<tr>
<td>Human Services BHS Program</td>
<td>Effectively intervene with individuals from diverse populations.</td>
<td>Field Instructors’ Evaluations for Practicum III</td>
<td>Administered each semester and compiled by the Practicum Specialist</td>
</tr>
<tr>
<td>Conflict Resolution Occupational Endorsement</td>
<td>Demonstrate conflict resolution skills</td>
<td>Classroom Role-plays</td>
<td>Graded and results compiled by the professor</td>
</tr>
</tbody>
</table>
Appendix A

Field Instructor’s Evaluation

Practicum Experiences Competency
University of Alaska Anchorage
Department of Human Services
Practicum Experience Competencies

The evaluation process in the practicum placement is intended to provide an opportunity for honest conversation with the student about his/her performance. In addition, the process provides feedback to the Practicum Field Instructor and the Department of Human Services about our students and their performance in a number of arenas. Comments from the Field Instructors help the student and the Practicum Instructor gain a better sense of strengths as well as areas for growth for the individual student. You do not have to comment on each item. However, we do appreciate thorough and specific feedback for our students. Please keep in mind that you should only evaluate the student on their performance THIS semester.

Name of Student: __________________________________________

Circle: Practicum I Practicum II Practicum III

Placement Agency: __________________________________________

Field Instructor: ___________________________________________

Practicum Instructor: _______________________________________

Comments on Overall Experience (Provide feedback for the student, the internship program, and/or the faculty advisor):

Using the following scale, please rate the level of student competency in all areas by circling the appropriate number below the competency description:
(0) Not Applicable, (1) Never, (2) Rarely, (3) Occasionally/Sometimes, (4) Often, (5) Every time

CORE COMPETENCIES (Departmental Learning Objectives)

Attitude: The student is enthusiastic about the field of Human Services and is able and willing to cooperate with field supervisors, co-workers, other interns, and the public.

0 1 2 3 4 5

Comments:

Agency Analysis: The student is able to understand the context of the agency, i.e. the infrastructure, organization, and the contributions to community life.

0 1 2 3 4 5

Comments:

Ethical Knowledge: The student demonstrates an understanding of ethical issues and a knowledge of all ethics codes that may apply in the setting.

0 1 2 3 4 5
Comments:

**Ethical Dilemmas:** The student does not engage in activities that are contrary to the ethical standards and is able to use ethical decision-making when situations are not clear-cut.

0 1 2 3 4 5

Comments:

**Cultural Knowledge:** The student is aware of: the impact of cultural diversity (in the broadest sense of the term); their own personal culture; the various ways in which an individual’s multiple aspects of identity interact.

0 1 2 3 4 5

Comments:

**Cultural Sensitivity:** The student is able to interact with individuals in meaningful ways that demonstrates an understanding of the impact of culture on personal style, values, perspectives and experiences.

0 1 2 3 4 5

Comments:

**Professional Writing Skills:** The student produces clear professional writing as appropriate to the placement such as grants, reports, case notes, evaluations and assessments, marketing materials, etc.

0 1 2 3 4 5

Comments:

**DIRECT SERVICE DELIVERY SKILLS**

**Interpersonal Communication Skills:** The student communicates clearly and appropriately with field supervisors, clients, co-workers, and the public.

0 1 2 3 4 5

Comments:

**Accepts Feedback:** The student is receptive to feedback.

0 1 2 3 4 5

Comments:

**Utilizes Feedback:** The student responds to feedback in a professional manner by adapting the feedback into future performance.

0 1 2 3 4 5
Comments:

**Assertiveness:** The student is able to initiate and communicate appropriately in individual and group settings.

0 1 2 3 4 5

Comments:

**Manages Conflict:** The student utilizes communication to effectively manage conflict.

0 1 2 3 4 5

Comments:

**Appropriate Intervention Skills:** The student is able to provide the service that is appropriate to the field placement site (for example: intake interviews, group facilitation, customer service, case management, mentoring, treatment planning, events coordination, educational presentations, fund-raising, grant writing, etc.).

0 1 2 3 4 5

Comments:

**Problem Solves:** The student uses critical thinking skills and applies knowledge to solve problems.

0 1 2 3 4 5

Comments:

**Self-Awareness:** The student is willing to examine his/her own feelings, values, and behaviors and is aware of his/her own strengths and challenges.

0 1 2 3 4 5

Comments:

**Self-Care:** The student actively practiced self-care by establishing boundaries, seeking support when necessary, and taking steps to lead a healthy lifestyle.

0 1 2 3 4 5

Comments:

**Professionalism:** The student presents him/herself in a professional manner through appropriate attire and personal grooming.

0 1 2 3 4 5

Comments:
The questionnaire is courtesy of Metro State University Department of Human Services in Denver, CO
Appendix B

Capstone Project Assessment Rubric
**Student:**

### Capstone Project Assessment Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent (5)</th>
<th>Very Good (4)</th>
<th>Satisfactory (3)</th>
<th>Unsatisfactory (2 or below)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information Covered:</strong></td>
<td>Agency background &amp; introduction to the project was very clearly covered. All information presented was clear, accurate &amp; thorough.</td>
<td>Background &amp; Introduction to the project was clearly covered. Most information covered was clear accurate &amp; thorough.</td>
<td>Background Introduction to the project was incomplete to allow reader to put the project into context.</td>
<td>Background &amp; Introduction to the project was missing or very inadequate to allow others to understand the context of the project.</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction &amp; Background</strong></td>
<td>Relevant research into similar efforts was presented to understand the project in context.</td>
<td>Some relevant research into similar efforts was presented although may have been incomplete.</td>
<td>Most information covered was clear &amp; accurate but may not have been thorough.</td>
<td>Information had several inadequacies or was usually not clear.</td>
<td></td>
</tr>
<tr>
<td><strong>Project Description</strong></td>
<td>All major steps involved in conducting the project were very clearly explained.</td>
<td>Major steps involved in conducting the project were very clearly explained although there may have been some areas where information was incomplete.</td>
<td>The description of the major steps involved in conducting the project was general, but may have lacked sufficient detail. There were areas where information was incomplete.</td>
<td>Project description was not sufficient for understanding.</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery of Presentation</strong></td>
<td>Presenter does a generally outstanding job in clearly communicating the project. Presenter has good voice inflection Engages the class effectively. Generates strong interest and enthusiasm for the topic.</td>
<td>Presenter makes very few errors in speaking or communicating; some parts may be unclear. Engages the class effectively. Presenter has good voice inflection. Generates interest and enthusiasm for the topic. Presenter may resort to reading the slides instead of talking about the material.</td>
<td>Presenter inconsistently effective in communicating to the class. Engagement with class may be inconsistently effective.</td>
<td>Presenter makes some major errors in communicating. Engagement with class may be lacking.</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Excellent (5)</td>
<td>Very Good (4)</td>
<td>Satisfactory (3)</td>
<td>Unsatisfactory (2 or below)</td>
<td>Score</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Student Analysis of Project</strong></td>
<td>All aspects of the project are critically reflected upon with respect to what was learned and value of the project for the organization. Particular attention was given to what would have made the project more successful; next steps to follow-up; etc. Very thoughtful reflection on the project shared with class. Conclusion clearly and effectively stated.</td>
<td>All or almost all aspects of the project are critically reflected upon with respect to what was learned and value of the project for the organization. Inconsistent attention was given to what would have made the project more successful; next steps to follow-up; etc. Generally thoughtful reflection on the project shared with class. Conclusion generally clearly and effectively stated.</td>
<td>Most aspects of the project are reflected upon although depth; clarity and breadth may be lacking. Attention to what would have made the project more successful; next steps to follow-up; was inadequate/incomplete. Some reflection on the project is evident and shared with class, although this may demonstrate insufficient elaboration. Some conclusions stated, but these may be incompletely formulated.</td>
<td>Some aspects of the presentation are not well prepared. Some aspects are not understood by the presenter. Attention to what would have made the project more successful; next steps to follow-up; was lacking. Reflection on the project, conclusions, etc. are missing or very incomplete.</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Project Quality</strong></td>
<td>All aspects of the project are very well organized. Project is comprehensive and the final project is professional quality.</td>
<td>Overall, the project is very well organized. There may be a few aspects of the project that are somewhat inconsistent in quality, although overall the project is professionally done.</td>
<td>Organization of the project may be inconsistent, some aspects of the project are not thoroughly covered. Quality of the overall project is inconsistent.</td>
<td>Definite organizational problems. Quality of the overall project is not what is expected of a professional work.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C

Organization Proposal Rubric
## Organization Proposal Rubric

100 points total

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent (15)</th>
<th>Good (12)</th>
<th>Satisfactory (11)</th>
<th>Unsatisfactory (9)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement</td>
<td>All information presented was clear, accurate, and thorough</td>
<td>Most information presented was clear, accurate and thorough</td>
<td>Most information presented satisfactorily but items missing</td>
<td>Most information was NOT well organized and many items missing</td>
<td></td>
</tr>
<tr>
<td>Goals/Objectives</td>
<td>All information was well organized and complete</td>
<td>Most information was organized with some items missing</td>
<td>Most information presented satisfactorily but items missing</td>
<td>Most information was NOT well organized and many items missing</td>
<td></td>
</tr>
<tr>
<td>Org. Hierarchy</td>
<td>All information was well organized and complete</td>
<td>Most information was organized with some items missing</td>
<td>Most information presented satisfactorily but items missing</td>
<td>Most information was NOT well organized and many items missing</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>All information was well organized and complete</td>
<td>Most information was organized with some items missing</td>
<td>Most information presented satisfactorily but items missing</td>
<td>Most information was NOT well organized and many items missing</td>
<td></td>
</tr>
<tr>
<td>Programs/Services</td>
<td>All information was well organized and complete</td>
<td>Most information was organized with some items missing</td>
<td>Most information presented satisfactorily but items missing</td>
<td>Most information was NOT well organized and many items missing</td>
<td></td>
</tr>
<tr>
<td>Collaborative agencies</td>
<td>All information was well organized and complete</td>
<td>Most information was organized with some items missing</td>
<td>Most information presented satisfactorily but items missing</td>
<td>Most information was NOT well organized and many items missing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent (10)</td>
<td>Good (8)</td>
<td>Satisfactory (6)</td>
<td>Unsatisfactory (4)</td>
<td></td>
</tr>
<tr>
<td>Spelling, Punctuation, Grammar</td>
<td>Zero Errors</td>
<td>4 errors</td>
<td>6 errors</td>
<td>10 errors</td>
<td></td>
</tr>
</tbody>
</table>

**Total:**
Appendix D
Active Listening Skills Rubric
# Active Listening Skills Rubric

**Student___________________________________Date_____________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent (3)</th>
<th>Good (2)</th>
<th>Satisfactory (1)</th>
<th>Unsatisfactory(0)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending</td>
<td>Often demonstrated open posture open, eye contact, head nods appropriate while listening, focusing on what client is saying</td>
<td>Sometimes demonstrated open posture eye contact, head nods while listening, focusing on what client is saying</td>
<td>Seldom used posture open with some eye contact and head nods while listening, focusing on what client is saying</td>
<td>Did not demonstrate any attending skills</td>
<td></td>
</tr>
<tr>
<td>Clarifying</td>
<td>Often brought vague material into sharper focus by admitting confusion, asking for clarification, or an illustration</td>
<td>Sometimes brought vague material into sharper focus by admitting confusion, asking for clarification, or an illustration</td>
<td>Seldom brought vague material into sharper focus by admitting confusion, asking for clarification, or an illustration</td>
<td>Did not use clarifying skills</td>
<td></td>
</tr>
<tr>
<td>Reflecting</td>
<td>Often reflected vaguely expressed feelings from body cues, words, to assist client to own their feelings</td>
<td>Sometimes reflected vaguely expressed feelings from body cues, words, to assist client to own their feelings</td>
<td>Seldom reflected vaguely expressed feelings from body cues, words, to assist client to own their feelings</td>
<td>Did not reflect vaguely expressed feelings from body cues, words, to assist client to own their feelings often</td>
<td></td>
</tr>
<tr>
<td>Reflecting</td>
<td>Often repeated in fewer and fresher words the essential ideas of the client may be expressing with difficulty</td>
<td>Sometimes repeated in fewer and fresher words the essential ideas of the client may be expressing with difficulty</td>
<td>Seldom repeated in fewer and fresher words the essential ideas of the client may be expressing with difficulty</td>
<td>Did not repeat in fewer and fresher words the essential ideas of the client may be expressing with difficulty</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Often used open questions to help client expand on issues</td>
<td>Sometimes used open questions to help client expand on issues</td>
<td>Seldom used open questions to help client expand on issues</td>
<td>Did not use open questions to help client expand on issues</td>
<td></td>
</tr>
<tr>
<td>Summarizing</td>
<td>Strongly tied together into one statement several ides and feelings of the client’s at the end of a discussion or interview</td>
<td>Moderately tied together into one statement several ides and feelings of the client’s at the end of a discussion or interview</td>
<td>Weakly summarized at the end of the interview</td>
<td>Did not end the session with clarification</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix E

Conflict Resolution Skills Rubric
## Conflict and Collaborative Systems Skills Rubric

**Student___________________________________**

**Date_____________________________________**

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent (3)</th>
<th>Good (2)</th>
<th>Satisfactory (1)</th>
<th>Unsatisfactory(0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define &amp; Apply General Systems Theory</td>
<td><strong>Often</strong> demonstrated understanding of Systems Theory and it’s relation to Conflict and Collaboration</td>
<td><strong>Sometimes</strong> demonstrated understanding of Systems Theory and it’s relation to Conflict and Collaboration</td>
<td><strong>Seldom used</strong> demonstrated understanding of Systems Theory and it’s relation to Conflict and Collaboration</td>
<td><strong>Did not</strong> demonstrate any ability to describe or apply Systems Theory in relation to Conflict and Collaboration</td>
</tr>
<tr>
<td>Define &amp; apply Family Systems Theory to Conflict in family</td>
<td><strong>Often</strong> demonstrated understanding of Family Systems Theory and applied it to conflict and collaboration within the family structure</td>
<td><strong>Sometimes</strong> demonstrated understanding of Family Systems Theory and applied it to conflict and collaboration within the family structure</td>
<td><strong>Seldom</strong> demonstrated understanding of Family Systems Theory and applied it to conflict and collaboration within the family structure</td>
<td><strong>Did not</strong> demonstrate any ability to describe or apply Family Systems Theory in relation to Conflict &amp; Collaboration</td>
</tr>
<tr>
<td>Identify and define conflict and the path leading to conflict</td>
<td><strong>Often</strong> identify potential issues leading to conflict, circumstances and behaviors that lead to conflict and the reasons behind that conflict</td>
<td><strong>Sometimes</strong> identify potential issues leading to conflict, circumstances and behaviors that lead to conflict and the reasons behind that conflict</td>
<td><strong>Seldom</strong> identify potential issues leading to conflict, circumstances and behaviors that lead to conflict and the reasons behind that conflict</td>
<td><strong>Did not</strong> identify potential issues/behaviors/circumstances leading to conflict and/or the reasons behind the conflict</td>
</tr>
<tr>
<td>Demonstrate basic conflict resolution and communication skills</td>
<td><strong>Often</strong> displays ability to recognize and address conflict with appropriate and professional communication skills</td>
<td><strong>Sometimes</strong> displays ability to recognize and address conflict with appropriate and professional communication skills</td>
<td><strong>Seldom</strong> displays ability to recognize and address conflict with appropriate and professional communication skills</td>
<td><strong>Did not</strong> displays ability to recognize and address conflict with appropriate and professional communication skills</td>
</tr>
<tr>
<td>Recognize, define and describe Conflict Avoidance</td>
<td><strong>Often</strong> displays ability to recognize, define and describe Conflict Avoidance</td>
<td><strong>Sometimes</strong> displays ability to recognize, define and describe Conflict Avoidance</td>
<td><strong>Seldom</strong> displays ability to recognize, define and describe Conflict Avoidance</td>
<td><strong>Did not</strong> display ability to recognize, define and describe Conflict Avoidance</td>
</tr>
<tr>
<td>Description</td>
<td>Strongly tied together the theories learned in class and applied them to global peacemaking within collaboration, conflict and social change</td>
<td>Moderately tied together the theories learned in class and applied them to global peacemaking within collaboration, conflict and social change</td>
<td>Weakly tied together the theories learned in class and applied them to global peacemaking within collaboration, conflict and social change</td>
<td>Did not tie together the theories learned in class and applied them to global peacemaking within collaboration, conflict and social change</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Describe global peacemaking within conflict and collaboration model and within social change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Points | | | | |
A.A.S. Industrial Process Instrumentation

Educational Effectiveness Assessment Plan

AY 10

Adopted by the Industrial Process Instrumentation Faculty: September 2009
(Updated June 10, 2010)

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 5/4/18
Reviewed by the Faculty Senate as an information item: 5/4/18
## Table of Contents

**Introduction To Program Assessment Of Student Learning** 3

**Introduction to Industrial Process Instrumentation** 4

**Assessment Process Introduction** 5

  - Memo to accompany “KPC Student Learning Outcome Assessment: Data Collection Sheet” (Sample) 6
  - KPC Student Learning Outcome Assessment: Data Collection Sheet (Sample) 7

**Program Outcomes** 10

**Assessment Tools** 11

  - Table 1: Program Outcomes Assessment Tools and Administration 12
  - Table 2: Association of Assessment Tools to Program Outcomes 13

**Assessment Implementation & Analysis for Program Improvement** 14

  - General Implementation Strategy 14
  - Method of Data Analysis and Formulation of Recommendations for Program Improvement 14
  - Modification of the Assessment Plan 14

**Appendix A: PETR A155 P & ID Readings: ARCO-DSGN/CONST & ARCO (Construction)** 15

**Appendix B: PRT A140 Test 2, Problems 1 & 2** 21

**Appendix C: PRT A140, Test 7** 22

**Appendix D: ET A246 Test 3, Problems 1 & 2** 23

**Appendix E: ET A101 (DC Physics) Test 2** 24

**Appendix F: Course Groupings Associated With Each Outcome** 25
INTRODUCTION TO PROGRAM ASSESSMENT OF STUDENT LEARNING

Student Learning (Outcomes) Assessment is an evaluation process where the program faculty review the published program outcomes and determine the success with which students have achieved (learned) those outcomes. Student learning (outcomes) assessments normally result in recommendations by the faculty for improvements related to program content or delivery. Plans for assessing student learning outcomes are prepared by program faculty and approved by their college. Active plans and outcomes assessment reports are filed yearly with the Office of Academic Affairs.

Assessment of educational effectiveness is increasingly recognized nationally as an essential component for all of higher education. In addition to its centrality to our goal of becoming a true learning organization, assessment of outcomes is also required by our accrediting commission, Northwest Association of Schools and Colleges, as well as the University of Alaska Board of Regents. The assessment of educational effectiveness and outcomes must be a part of every course [program] of study if we are to meet the expectations of our stakeholders, satisfy the requirements of our institutional and program accreditation, and be accountable to ourselves that we are providing the highest quality educational programs possible.

Each academic program at KPC is to engage in a continuous improvement process. This process is to be formalized and repeated on a regular cycle and must include the essential elements of:

1. Setting program outcomes
2. Selecting indicators that can be used to measure progress toward achieving those outcomes
3. Gathering and analyzing data to determine achievement
4. Recommending and implementing program changes that facilitate further progress in achieving the desired outcomes.

A framework that reflects well established and validated practices has been adopted for the continuous improvement of each academic and administrative unit of the University of Alaska Anchorage. It has been assigned the acronym PAAR; which stands for Plan, Act, Access, and Revise.

This assessment plan document reflects the PAAR outline for the A.A.S. in Industrial Process Instrumentation degree program at the University of Alaska – Kenai Peninsula College.
INTRODUCTION TO INDUSTRIAL PROCESS INSTRUMENTATION

The purpose of this document is to outline a series of steps for determining the academic effectiveness of the KPC A.A.S. Industrial Process Instrumentation program.

The Industrial Process Instrumentation (IPI) program is one of the premier vocational/technical learning programs in the UA system. The IPI program is designed to produce qualified instrumentation/industrial automation technicians for all industry applications in Alaska and elsewhere.

The A.A.S. Industrial Process Instrumentation Degree is designed to provide education/training that will enable individuals to obtain employment as instrument technicians who are responsible for the repair, maintenance, adjustment, and calibration of automatic controls used in refineries, chemical plants, pipelines, production facilities, and other industries where automatic control is used. In Alaska, this includes the process industries of oil and gas production, chemical manufacturing, petroleum refining, power generation and utilities, water and waste-water treatment, and seafood and other food processing.

The IPI lab facilities have state-of-the-art facilities, simulators, and equipment. All areas are kept up to industry standards as budgetary constraints allow. The IPI department strives to maintain a safe and realistic learning environment for students.

Hardware simulators use current industry technology in order to be as realistic as possible in a nonindustrial setting. Students wire, program, troubleshoot, and test just as they would on the job. The Instrumentation and Process Technology programs complement each other with students mirroring the teamwork between instrumentation and operations personnel in the industry.

New industry-standard software, “Wonderware” for Human Machine Interface (HMI) design has recently been added to the lab environment specifically to mirror what students will likely find when on the job.

Students who are currently enrolled in or graduate from the IPI program will typically find employment in the following industries in Alaska:

- The petrochemical plants up-stream oil & gas production
- Pipeline operations
- Refinery operations
- Mineral benefaction mills
- Wood products, fish processing
In other locations, the industries are more varied. Our students are currently employed at North Slope facilities, Cook Inlet offshore and onshore oil & gas facilities, Alyeska Pipeline Co., Alaska petro-chemical & refining plants, and many facilities in the continental U.S.

This program provides excellent employees to industry. (The following are quotes from Rick Main, Agrium)

    KPC trained instrument technicians are top-notch.
    They are very employable.
    They exceed expectations for entry-level employees.
    They are promotable within an organization and to other organizations.
    Except in special circumstances, Agrium’s policy is to hire instrument technicians who have completed the Industrial Process Instrumentation program [at KPC].

ASSESSMENT PROCESS INTRODUCTION

KPC program Faculty, Assessment Coordinator, and Assistant Director for Academic Affairs work together to review assessment plans. The Assessment Coordinator collects data from the faculty and builds reports, reviewed by the KPC Assistant Director in the summer and Faculty in the Fall semester. This process has been transforming student learning assessment plans over the past six years.

Last year, using the latest assessment plans, KPC added a direct assessment data coversheet for faculty to use in collecting direct learning data, such as results on projects, quizzes, exams, or assignments. The original data sheet was provided by Kathleen Voge of the College of Business and Public Policy and has been reworked for KPC needs.

A sample of the direct assessment data collection coversheet and memo to faculty is included on the next page. This method has resulted in greater adjunct faculty participation.
Memo to accompany “KPC Student Learning Outcome Assessment: Data Collection Sheet” (Sample)

To: KPC Faculty Teaching Courses in the ______________________________Program  
From : Paula J.S. Martin, Assistant Director for Academic Affairs  
Date: _______________  
Re: Assessment

You are teaching one or more courses that serve the _______________________________degree (or certificate) program. All KPC programs go through assessment of student learning outcomes, annually; therefore, we need faculty to collect assessment data for your class/classes that support the _______________________________ degree (or certificate) program.

See the attached for directions, but the process is summarized below:

1. Read the student learning outcome listed on the attached sheet.
2. Decide which one class assignment (exam, paper, journal, homework, project, etc.) best addresses that learning outcome for your course. You can include more than one assignment, but you don’t need to.
3. Provide the data:  
   a. Copy of the assignment  
   b. Scoring rubric or examples of good, marginal, and unsuccessful assignment  
   c. List of student scores on that assignment (and identifying what score=success)
KPC Student Learning Outcome Assessment: Data Collection Semester _______ Year _______

Each year at KPC, every program conducts an assessment of student learning outcomes based on a procedure determined in the program’s assessment plan. Assessment methods include direct measures (assignments, exams, papers, projects, presentations, journals, etc.) or indirect measures (overall course grades, student surveys, employer surveys, etc.). The standard is to have at least two different direct measures per program outcome.

For your course, please provide assessment data that pertains to the student learning outcome listed below.

Instructor’s Name*: 
Course Prefix and Number*: 
CRN*:

Upon completion of this program, students will be able to predict the effect of changes in gain or integral time on the dynamic behavior of closed-loop control.

Other programs in this area may apply to*:

Instructor: Please fill out the rest of this form, attach your data, and return them to the faculty secretary.

Total Enrollment: _______ Total Number Assessed (1): _______

Name of assignment used to assess student learning outcome listed above:

Number of students successful (2) on assignment: _______ Number unsuccessful (3): _______

Total points possible on assignment: _______ Points (or percent) required for success*: _______

Please complete the following:

☐ Attach copy of assignment (exams, quiz, essay, homework, etc.) used to assess student learning outcome listed above.

☐ Attach successful rubric (scoring tool that lists the criteria for a piece of work) or, attach samples of successful work (includes both an example of excellent work and one that is mediocre but still successful) without any student names included. Just one or two samples of each type; no need to provide copies of all students’ assignments.

☐ Attach unsuccessful rubric (scoring tool that lists the criteria for a piece of work) or, attach samples of unsuccessful work. Just one or two samples of each type; no need to provide copies of all students’ assignments.

☐ Use all individual scores on the back of this sheet. OK attach a copy of your grade sheet. Please do not include any student names or identifiers.

Deadline: Return to Faculty Secretary by the end of THIS Semester

* To be filled out by departmental secretary

(1) Compare assessment to sampling of your class, 100% coverage is not necessary.
(2) Successful: usually grades C or better
(3) Not Successful: usually grades less than C.
KPC Student Learning Outcome Assessment: Data Collection
Semester __________ Year __________

Each year at KPC, every program conducts an assessment of student learning outcomes based on a procedure determined in the program's assessment plan. Assessment methods include direct measures (assignments, exams, papers, projects, presentations, journals, etc.) or indirect measures (overall course grades, student surveys, employer surveys, etc.). The standard is to have at least two different direct measures per program outcome.

For your course, please provide assessment data that pertains to the student learning outcome listed below.

Instructor’s Name*: ________________________________ CRN*: ________________________________

IPM Outcome: 5 Upon completion of this program, students will be able to correctly predict the voltage drops in a series connected current loop or a parallel connected voltage loop.

Other programs this data may apply to*: ________________________________

Instructor: Please fill out the rest of this form, attach your data, and return them to the faculty secretary.

Total Enrollment: ___________________________ Total Number Assessed (1): ___________________________

Name of assignment used to assess student learning outcome listed above:

Number of students successful (2) on assignment: ________ Number unsuccessful (3): ________

Total points possible on assignment: ________ Points (or percent) required for ‘success’ (4): ________

Please complete the following:

☐ Attach copy of assignment (exam, quiz, essay, homework, etc.) used to assess student learning outcome listed above.

☐ Attach ‘successful’ rubric (scoring tool that lists the criteria for a piece of work) or attach samples of successful work (include both an example of excellent work and one that is mediocre but still successful) without any student names included. Just one or two samples of each type, no need to provide copies of all students’ assignments.

☐ Attach ‘unsuccessful’ rubric (scoring tool that lists the criteria for a piece of work) or attach samples of unsuccessful work. Just one or two samples of each type, no need to provide copies of all students’ assignments.

☐ List all individual scores on the back of this sheet, or attach a copy of your grade sheet. Please do not include any student names or identifiers.

Deadline

Return to Faculty Secretary by the end of THIS Semester

* to be filled out by departmental secretary
(1) Compute assessment on a copy of your class; 100% coverage is not necessary.
(2) Successful: usually graded C or better.
(3) Not successful: usually graded less than a C.
PROGRAM OUTCOMES

The KPC A.A.S. Industrial Process Instrumentation Program outcomes:

The graduates of the KPC Industrial Process Instrumentation program will have the ability to:

1. read P & ID drawings and interpret instrumentation symbols
2. predict the output from a pneumatic or electronic transmitter for a given process input condition correctly predict the voltage drops in a series connected current loop or a parallel connected voltage loop
3. predict the effect of changes in gain or integral time on the dynamic behavior of closed-loop control
4. describe the techniques for troubleshooting an orifice meter and flow control loop using either electronic or pneumatic equipment
5. correctly predict the voltage drops in a series connected current loop or a parallel connected voltage loop
6. correctly distinguish between data transmitted by analog signals and data transmitted by digital signals
ASSESSMENT TOOLS

A description of the tools used in the assessment of the program outcomes and their implementation are summarized in Table 1. The tools and their relationships to the program outcomes are listed in Table 2.

There is a separate appendix for each tool that includes a more detailed description than is provided here and also describes the factors that affect the results and give examples of the tools and how they will be implemented.

The assessment tools may be used in total, or a sufficient number may be selected to accurately assess any given objective or outcome.
The IPIN outcomes were rewritten for AY10. IPIN now has five outcomes rather than the previous 12. Tools listed in the AY10 plan are those actually used in AY10. More tools will be added, including many tools used in the past (see AY09 Assessment Report), once they have been matched to the new six outcomes.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>PETR A155 P &amp; ID reading ARCO DSGN/Construction (Appendix A)</td>
<td>PETR A155 students read ARCO Design and Construction schematics and answer specific questions based on those readings.</td>
<td>Once per year or as offered</td>
<td>Direct assessment data collection sheets printed from MS Access database by assessment coordinator or director for academic affairs.</td>
<td>Faculty, collected and delivered as described in the data collection memo and coversheet)</td>
</tr>
<tr>
<td>Exam: PRT A140 Test 2, Problems 1 &amp; 2 (Appendix B)</td>
<td>Exam: PRT A140 Test 2, Problems 1 &amp; 2 (calculate volume of displacer sensor, calculate diameter of displacer sensor, calculate process variable percentage and transmitter output signal value)</td>
<td>Once per year or as offered</td>
<td>Class and faculty data entered by faculty secretaries, and given to program faculty.</td>
<td>Same as above</td>
</tr>
<tr>
<td>Exam: PRT A140 Test 7 (Appendix C)</td>
<td>Exam: PRT A140 Test 7 (calculate process variables given input values or diagrams)</td>
<td>Once per year or as offered</td>
<td>Faculty provide assignment detail, rubrics, grading, and work samples and assessment coordinator or director for academic affairs for collation and initial report compilation.</td>
<td>Same as above</td>
</tr>
<tr>
<td>Exam: ET A246 Test 3, Problems 1 &amp; 2 (Appendix D)</td>
<td>Exam: ET A246 Test 3, Problems 1 &amp; 2 (given P &amp; IDs, interpret data transmitted from various analog and digital signals)</td>
<td>Once per year or as offered</td>
<td>Same as above</td>
<td>Same as above</td>
</tr>
<tr>
<td>Exam: ET A101 Test 2 DC Physics (Appendix E)</td>
<td>DC Physics calculations</td>
<td>Once per year or as offered</td>
<td>Same as above</td>
<td>Same as above</td>
</tr>
</tbody>
</table>

** On-going plan to look into adding testing or data from NSTO, HAZWOP etc. test results.
Table 2: Association of Assessment Tools to Program Outcomes

<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Samples of Measures:</th>
<th>PETR A155 students read ARCO Design and Answer specific questions based on those readings.</th>
<th>Exam: PRT A140 Test 2, Problems 1 &amp; 2 (calculate volume of displacer sensor, calculate diameter of displacer sensor, calculate process variable percentage and transmitter output signal value)</th>
<th>Exam: PRT A140 Test 7 (calculate process variables given input values or diagrams)</th>
<th>Exam: ET A246 Test 3, Problems 1 &amp; 2 (given P &amp; IDs, interpret data transmitted from various analog and digital signals)</th>
<th>Exam: ET A101 Test 2 DC Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. read P &amp; ID drawings and interpret instrumentation symbols</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. predict the output from a pneumatic or electronic transmitter for a given process input condition</td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. predict the effect of changes in gain or integral time on the dynamic behavior of closed-loop control</td>
<td></td>
<td>Will add in AY11</td>
<td>Will add in AY11</td>
<td>Will add in AY11</td>
<td>Will add in AY 11</td>
<td>Will add in AY 11</td>
</tr>
<tr>
<td>4. describe the techniques for troubleshooting an orifice meter and flow control loop using either electronic or pneumatic equipment</td>
<td></td>
<td>Will add in AY 11</td>
<td>Will add in AY 11</td>
<td>Will add in AY 11</td>
<td>Will add in AY 11</td>
<td>Will add in AY 11</td>
</tr>
<tr>
<td>5. correctly predict the voltage drops in a series connected current loop or a parallel connected voltage loop</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6. correctly distinguish between data transmitted by analog signals and data transmitted by digital signals</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

Kenai Peninsula College has appointed an Assessment Coordinator who works with staff and faculty and the Assistant Director for Academic Affairs to collect the data indicated in Tables 1 and 2. Data is collected by the end of each Spring semester. The coordinator then spends approximately six weeks writing the annual assessment reports for each KPC program. Those reports are reviewed by the Assistant Director for Academic Affairs when she returns in early July. The reports and any updated plans are sent to the UAA Office of Academic Affairs by July 15. The program faculty review the reports and, as needed, update plans, in late August and September each year.

The assessment tools may be used in total, or a sufficient number may be selected to accurately assess any given objective or outcome.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The faculty of the Industrial Process Instrumentation program is to meet at least once a year with KPC Process Technology and Petroleum Technology faculty and the Assessment Coordinator to review the data collected using the assessment tools. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s student learning outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes are included in the report (and, if applicable, plan) for the following year. A plan for implementing the recommended changes, including of advertising the changes to all the program’s stakeholders, is also to be completed at this meeting.

The programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to programs’ outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- changes in course content, assignments, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities

Modification of the Assessment Plan

The faculty, after reviewing the collected data, processes used to collect it, and final report, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. The changes are to be approved by the faculty of the program. The modified assessment plan is to be forwarded to the KPC Assistant Director for Academic Affairs and ultimately to the UAA Office of Academic Affairs.
APPENDIX A: PETR A155 P & ID READINGS: ARCO-DSGN/CONST & ARCO (CONSTRUCTION)

Tool Description:

PETR A155 students read ARCO Design and Construction schematics and answer specific questions based on those readings.

Factors that affect the collected data:

Numbers of students completing the assignment may vary.

Tabulating and Reporting Results:

The instructor will administer and collect the activity and provide the assessment coordinator the tabulated results with comments to be included in the program assessment report.
1. What type, kind or style of blueprint is this?

2. Please write the full description and title of this module as found in the title block.


4. What two classifications has this print been through to this point in time?

5. Which corner of this print comes closest to being "north"?

6. I've sent the supply store my "grocery list". What does this print call the "grocery list"?

7. How many part changes/ revisions are shown on the big list?

8. Please record the drawing number of this print.

9. By looking at the big shopping list I would say this was a (low, medium, high) pressure piping system.

10. How many revisions/changes are shown on the drawing?
1. Isometric P&ID

2. Waste Fluids unloading Disch Line to Sag Mill

3. To make sure all dimensions will properly fit in the field

4. Design & Construction

5. Bottom Right

6. Bill of Material

7. 4-port changer

8. ISO-0902-009

9. Medium

10. 3

11. 12

13. 14
1. Arco Isometric

2. Module 4902 unit 09
   Waste fluids unloading dish line to SAG mill
   Go and measure it yourself before you build it.

3. Lower Right

4. Bill of material

5. ISO-0902-609

6. Medium

7. 3

8. 7
1. What type, kind or style of blueprint is this?

2. Please write the full description and title of this module as found in the title block.

3. Briefly explain what note #1 requires.

4. What two classifications has this print been through to this point in time?

5. Which corner of this print comes closest to being "north"?

6. I've sent the supply store my "grocery list". What does this print call the "grocery list"?

7. How many part changes/revisions are shown on the big list?

8. Please record the drawing number of this print.

9. By looking at the big shopping list I would say this was a (low, medium, high) pressure piping system.

10. How many revisions/changes are shown on the drawing?
APPENDIX B: PRT A140 TEST 2, PROBLEMS 1 & 2

Tool Description:

This assessment tool is an exam given in the PRT A140 class in which problems 1 & 2 specifically address Outcome #1 of the Industrial Process Instrumentation program. These two problems consist of simple P & ID diagrams and input data. The student is to calculate the correct volume of the displacer sensor, calculate the diameter of the displacer sensor, and calculate the process variable percentage and the transmitter output signal value.

Factors that affect the collected data:

Numbers of students completing the assignment may vary.

Tabulating and Reporting Results:

The instructor will administer and collect the exams and provide the assessment coordinator the tabulated results with comments to be included in the program assessment report.

Because of the security of exams, samples are not; however, samples can be requested by appropriate parties (deans, directors, OAA, etc.).
APPENDIX C: PRT A140, TEST 7

Tool Description:

This assessment tool is an exam given in the PRT A140 class that specifically addresses Outcomes #1 & #2 of the Industrial Process Instrumentation program. The exam consists of various questions relating to these outcomes and various P & ID diagrams and inputs that require accurate readings of the P & IDs and accurate output calculations related to pneumatic or electronic transmitters for given processes.

Factors that affect the collected data:

Numbers of students completing the assignment may vary.

Tabulating and Reporting Results:

The instructor will administer and collect the exams and provide the assessment coordinator the tabulated results with comments to be included in the program assessment report.

Because of the security of exams, samples are not; however, samples can be requested by appropriate parties (deans, directors, OAA, etc.).

(See Appendix A & D for data collection samples)
APPENDIX D: ET A246 TEST 3, PROBLEMS 1 & 2

Tool Description:

This assessment tool is an exam given in the ET A246 class that specifically addresses Outcome#5 and parts of Outcomes #1 & #6 of the Industrial Process Instrumentation program. The exam consists of various P & IDs and input variables for students to interpret as well as problems for students to draw P & ID solutions to a given set of data. The exam emphasizes problems related to predicting the voltage drops in a series connected current loop or a parallel connected voltage loop.

Factors that affect the collected data:

Numbers of students completing the assignment may vary.

Tabulating and Reporting Results:

The instructor will administer and collect the exams and provide the assessment coordinator the tabulated results with comments to be included in the program assessment report.

Because of the security of exams, samples are not; however, samples can be requested by appropriate parties (deans, directors, OAA, etc.).

(See Appendix A & D for data collection samples)
APPENDIX E: ET A101 (DC PHYSICS) TEST 2

Tool Description:

This assessment tool is an exam given in the electronics class, ET A101 DC Physics class that specifically addresses Outcome #5 of the Industrial Process Instrumentation. The exam consists of electronic schematics and inputs and the student calculates or identifies various elements of parallel circuits, series parallel circuits, or given a set of inputs, draws the appropriate schematic for the given data.

Factors that affect the collected data:

Numbers of students completing the assignment may vary.

Tabulating and Reporting Results:

The instructor will administer and collect the exams and provide the assessment coordinator the tabulated results with comments to be included in the program assessment report.

Because of the security of exams, samples are not; however, samples can be requested by appropriate parties (deans, directors, OAA, etc.).

Sample assessment data collection cover sheet and grades are shown in the images below.
INDUSTRIAL PROCESS INSTRUMENTATION
APPENDIX F: COURSE GROUPINGS ASSOCIATED WITH EACH OUTCOME

Outcome #1: read P & ID drawings and interpret instrumentation symbols
   PRT A144 – Industrial Process Instrumentation I
   PETR A240 – Industrial Process Instrumentation II
   PETR A155 – Blue Print Reading
   PRT A230 – Process Technology II
   ET A246 – Electronic Industrial Instrumentation

Outcome #2: predict the output from a pneumatic or electronic transmitter for a given process input condition
   PRT A144 – Industrial Process Instrumentation I
   PETR A240 – Industrial Process Instrumentation II

Outcome #3: predict the effect of changes in gain or integral time on the dynamic behavior of closed-loop control
   PETR A244 – Industrial Process Instrumentation IV

Outcome #4: describe the techniques for troubleshooting an orifice meter and flow control loop using either electronic or pneumatic equipment
   PRT A230 – Process Technology II
   PRT A250 – Process Troubleshooting
   PETR A240 – Industrial Process Instrumentation II
   PETR A244 – Industrial Process Instrumentation IV

Outcome #5: correctly predict the voltage drops in a series connected current loop or a parallel connected voltage loop
   ET A101 – Basic Electronics: DC Physics
   ET A246 – Electronic Industrial Instrumentation

Outcome #6: correctly distinguish between data transmitted by analog signals and data transmitted by digital signals
   ET A241 – Microcomputer Interfacing
   ET A246 – Electronic Industrial Instrumentation
Certificate Petroleum Technology

Educational Effectiveness

Assessment Plan

(AY04 plan adopted for AY05)

Adopted by


Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 5/4/18
Reviewed by the Faculty Senate as an information item: 5/4/18
# Table of Contents

**Introduction**  .................................................................................................................. 3

**Program Outcomes**  ......................................................................................................... 4

**Assessment Tools**  ........................................................................................................... 5

**Assessment Implementation & Analysis for Program Improvement**  .............................. 8
  - General Implementation Strategy  .................................................................................. 8
  - Method of Data Analysis and Formulation of Recommendations for Program Improvement 8
  - Modification of the Assessment Plan  ................................................................. 8

**Appendix A: Exit/Graduate/Alumni Survey**  .................................................................. 9

**Appendix B: Employer Survey**  .................................................................................... 13

**Appendix C: Alaska Dept. of Labor Data**  .................................................................... 17

**Appendix D: Course-Level Assessment -- Student Survey**  ......................................... 18

**Appendix E: Grade Data**  ............................................................................................. 19

**Appendix F: Instructor Impression**  .............................................................................. 20

**Appendix G: Listing Of The Course Groupings Associated With Each Outcome**  ...... 21

Table 1: Program Outcomes Assessment Tools and Administration ........................................6
Table 2: Association of Assessment Tools to Program Outcomes ............................................7
INTRODUCTION

The purpose of this document is to outline a series of steps for determining the academic effectiveness of the UAA Certificate Petroleum Technology program.

The Certificate Petroleum Technology is designed to provide education/training that will enable individuals to obtain employment as instrument technicians who are responsible for the repair, maintenance, adjustment, and calibration of automatic controls used in refineries, chemical plants, pipelines, production facilities, and other industries where automatic control is used. In Alaska, this includes the process industries of oil and gas production, chemical manufacturing, petroleum refining, power generation and utilities, water and waste-water treatment, and seafood and other food processing.

This program serves two broad categories of students. Over half of the students are mature students returning to school from the work environment who are seeking to upgrade skills to allow them to re-enter the workforce, remain in the workforce, or otherwise enhance their employability. Most of the other students are recent high school graduates seeking to obtain vocational skills that will assist them in obtaining and retaining industrial jobs.

UAA/KPC, and specifically the A.A.S. in Industrial Process Instrumentation and the Certificate in Petroleum Technology program were instrumental in coordinating the newly formed A.A.S. Degree in Process Technology. These programs have benefited greatly from the goals and content coordinated between APICC, KPICC and KPC by being able to substitute newer courses for older Petroleum Technology courses being phased out.

Please see the A.A.S. Process Technology Program Educational Effectiveness Assessment Plan for more details on the direction taken by and recommended by APICC & KPICC (Alaska’s key industry consortium of leaders in industrial and process technology).
PROGRAM OUTCOMES

The UAA Certificate Petroleum Technology Program outcomes:

The graduates of the UAA Certificate Petroleum Technology program will have the ability to:

1. read P & ID drawings and piping isometric drawings;
2. a. identify typical pumps, compressors, and similar components;
   b. identify typical transmitters, controllers & other instrument components
3. demonstrate punctuality and responsibility suitable to work place employment;
4. demonstrate basic communication skills to describe process operations and to participate in employee training programs;
5. perform basic mathematic manipulation skills.
ASSESSMENT TOOLS

For the purposes of this assessment plan draft, please keep in mind that APICC and KPICC have not distinguished between *objectives* and *outcomes*, and that after the August 2003 review of the Certificate Petroleum Technology program, this assessment plan will be reviewed, revised, and/or phased out to meet any changes or new objectives and outcomes. That revision will be reflected in Version III of the plan to be developed for the AY05, although some recommendations may be processed and incorporated into the AY04 course content.

A description of the tools used in the assessment of the program outcomes and their implementation are summarized in Table 1. The tools and their relationships to the program outcomes are listed in Table 2.

There is a separate appendix for each tool that includes a more detailed description than is provided here and also describes the factors that affect the results and give examples of the tools and how they will be implemented.

The assessment tools may be used in total, or a sufficient number may be selected to accurately assess any given objective or outcome.
<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/ Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Level Assessment</td>
<td>Assessment of courses relative to their own outcomes. Course results are mapped to program outcomes.</td>
<td>Each semester starting Spring 2004</td>
<td>Reports submitted by instructors</td>
<td>Course Instructors (created by Assessment Coordinator)</td>
</tr>
<tr>
<td>Grades</td>
<td>GPA in grouped course subject categories.</td>
<td>Annually. Starting Spring 2004</td>
<td>Grade Reports and/or Banner</td>
<td>Submitted by Faculty to Assessment Coordinator</td>
</tr>
<tr>
<td>Exit/ Graduate/ Alumni Survey</td>
<td>Perception survey of attainment of stated program outcomes, as seen by the graduating students.</td>
<td>Annually starting Spring 2005</td>
<td>Hand delivered to students</td>
<td>Assessment Coordinator in conjunction with Advisors/Staff</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Perception survey of attainment of stated program outcomes, as seen by employers.</td>
<td>May be given annually, but no more than every three years to a given employer</td>
<td>Mail or personal interview</td>
<td>Assessment Coordinator in conjunction with Advisors/Staff</td>
</tr>
<tr>
<td>Instructor Impression</td>
<td>Instructors will evaluate outcomes for each course and interpret data from other course-level assessments</td>
<td>Each semester starting Spring 2004</td>
<td>Assessment Coordinator prepares and gives to Faculty</td>
<td>Faculty returns to assessment coordinator for tabulation &amp; reporting</td>
</tr>
</tbody>
</table>

* On-going plan to look into adding testing or data from NSTO, HAZWOP etc. test results.
Table 2: Association of Assessment Tools to Program Outcomes

<table>
<thead>
<tr>
<th></th>
<th>CLA</th>
<th>Grades</th>
<th>Exit/Graduate/Alumni Survey</th>
<th>Employer Survey</th>
<th>Instructor Impression</th>
</tr>
</thead>
<tbody>
<tr>
<td>read P &amp; ID drawings and piping isometric drawings</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>identify typical pumps, compressors, and similar components</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>identify typical transmitters, controllers &amp; other instrument components</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>demonstrate punctuality and responsibility suitable to workplace employment*</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>demonstrate basic communication skills to describe process operations and to participate in employee training programs</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>perform basic mathematic manipulation skills</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

* All technology courses taught by Allen Houtz (and David Spann, I think) count attendance as part of the evaluation tools.
ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

Kenai Peninsula College has appointed an Assessment Coordinator who will work with the staff and faculty to collect the data indicated in Tables 1 and 2. This coordinator will also provide support for Course-Level assessment and other assessment activities as needed. The assessment coordinator will work with staff and faculty to assemble the data and forward it to the director of KPC for final report preparation. The final report will be reviewed by the program faculty before submitting it to the UAA Academic Affairs assessment coordinator.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The faculty of the Business and Industry is to meet at least once a year with APICC and KPICC to review the data collected using the assessment tools. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s objectives and outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes are to be forwarded to the office of Academic Affairs (in the required format) by the end of May each year. A plan for implementing the recommended changes, including advertising the changes to all the program’s stakeholders, is also to be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program’s objectives and outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. The changes are to be approved by the faculty of the program. The modified assessment plan is to be forwarded to the dean/director’s office and the Office of Academic Affairs.
APPENDIX A: EXIT/GRADUATE/ALUMNI SURVEY

Tool Description:

The alumni survey asks graduates of the program to rate their performance relative to the program’s objectives. Additionally, alumni are asked to rate the importance of the program objectives from their viewpoint. A sample of the survey instrument is included on the following pages.

Surveys are distributed to alumni who have graduated one, three, and five years prior to the survey administration. The results are gathered by the school staff.

Factors that affect the collected data:

A number of factors need to be taken into consideration when analyzing the data. The following factors are those that we have identified.

- Low return rates. It has proven difficult to get a good return rate from the alumni, even with follow up phone calls. This reduces the accuracy of the results.
- Some graduation years have not responded to the survey. The result is that the data is skewed to the viewpoint of a subset of our graduates.

How to interpret the data:

Care should be taken to investigate and discuss the factors influencing the results before interpreting the outcome. The results of the surveys should also be compared against employer surveys to get a clear picture of program performance. Be aware that there is not a direct connection in the two surveys between the employers and the alumni who work for them.

Sample Survey:

A sample survey is provided on the next page. An electronic version, such as SurveyMonkey.com, may be developed to replace this version. The questions and data collected will be the same.

Tabulating and Reporting Results:

The survey is prepared by the assessment coordinator and/or the faculty. The survey may be administered by the staff, assessment coordinator and/or the faculty. The assessment coordinator receives the results and tabulates them for use in faculty outcomes review and assessment report.
UAA Kenai Peninsula College
Certificate Petroleum Technology
2005 Exit/Graduate/Alumni Survey

The Certificate Petroleum Technology Program has received mandates from the University of Alaska Anchorage to implement an outcomes-based assessment program. As a part of the program, we are surveying alumni and employers of alumni to find ways of improving our program. Your feedback will go a long way in helping us determine how well we are doing and what we can do to better serve our students, alumni, and the engineering community.

Please enter the year that you received your certificate ________

Primary Petroleum Technology field that you work in:
- Gas Production  
- Oil Production  
- Refining
- Chemical  
- Gas Processing  
- Water/Waste Water Processing
- Food Processing  
- Power Generation  
- Not working in Petroleum Technology
- Mining  
- Ore Processing
- Other Certificate Petroleum Technology: ________

Your primary job function:
- Plant Operator  
- Plant Maintenance
- Supervisor of Skilled Trades Personnel  
- Contract Support Personnel
- Operator in Training  
- Utility Person/Roustabout
- Other: _______________________________________

Type of organization that you work for:
- Oil Producing  
- Gas Producing  
- Contract Services
- Municipality  
- Power Generation  
- Food Processing
- State Agency  
- Testing/Reliability  
- Research & Development
- Other: _______________________________________

Number of employees at your work site:
- < 10  
- 10 – 25  
- 26-50  
- 51-100  
- 101-500  
- 501-1000  
- > 1000

Number of employees at worldwide sites:  
- no other sites
- < 10  
- 10 – 25  
- 26-50  
- 51-100  
- 101-500  
- 501-1000  
- > 1000

Other information (check all that apply):
- Currently Hold a Valid Drivers License
- Safety Credentials are Current
- Have participated in continuing education activities
- Have earned another Two or Four Year degree in a field other than Certificate Petroleum Technology
The UAA Certificate Petroleum Technology Program has three main educational objectives. In this survey, we ask for your opinion relative to each of these eight objectives. First, rate the importance of each objective relative to your employment experience since graduation. Please note that importance relates to your personal needs and not to the importance as it may apply to others in their employment experiences. Second, rate each item according to how well you think you are able to function in relation to each objective. Please feel free to use the space after the list to briefly explain any of your responses, especially if you feel the preparation of the graduates was less than adequate.

The objectives of the UAA Certificate Petroleum Technology Program are to produce graduates who:

<table>
<thead>
<tr>
<th>Importance of this objective to your employment</th>
<th>How well are you able to function in this objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Important</td>
<td>Somewhat Important</td>
</tr>
</tbody>
</table>

1. read P & ID drawings and piping isometric drawings
   - [ ] Not Important
   - [ ] Somewhat Important
   - [ ] Important
   - [ ] Very Important
   - [ ] Extremely Important
   - [ ] Unacceptable
   - [ ] Poor
   - [ ] Good
   - [ ] Very Good
   - [ ] Outstanding

2a. identify typical pumps, compressors, and similar components
   - [ ] Not Important
   - [ ] Somewhat Important
   - [ ] Important
   - [ ] Very Important
   - [ ] Extremely Important
   - [ ] Unacceptable
   - [ ] Poor
   - [ ] Good
   - [ ] Very Good
   - [ ] Outstanding

2b. identify typical transmitters, controllers & other instrument components
   - [ ] Not Important
   - [ ] Somewhat Important
   - [ ] Important
   - [ ] Very Important
   - [ ] Extremely Important
   - [ ] Unacceptable
   - [ ] Poor
   - [ ] Good
   - [ ] Very Good
   - [ ] Outstanding

3. demonstrate punctuality and responsibility suitable to work place employment
   - [ ] Not Important
   - [ ] Somewhat Important
   - [ ] Important
   - [ ] Very Important
   - [ ] Extremely Important
   - [ ] Unacceptable
   - [ ] Poor
   - [ ] Good
   - [ ] Very Good
   - [ ] Outstanding

4. demonstrate basic communication skills to describe process operations and to participate in employee training programs
   - [ ] Not Important
   - [ ] Somewhat Important
   - [ ] Important
   - [ ] Very Important
   - [ ] Extremely Important
   - [ ] Unacceptable
   - [ ] Poor
   - [ ] Good
   - [ ] Very Good
   - [ ] Outstanding

5. perform basic mathematic manipulation skills
   - [ ] Not Important
   - [ ] Somewhat Important
   - [ ] Important
   - [ ] Very Important
   - [ ] Extremely Important
   - [ ] Unacceptable
   - [ ] Poor
   - [ ] Good
   - [ ] Very Good
   - [ ] Outstanding

How would you rate your overall preparation to:

<table>
<thead>
<tr>
<th>How would you rate your overall preparation to:</th>
<th>[ ] No Opinion</th>
<th>[ ] Extremely Satisfied</th>
<th>[ ] Very Satisfied</th>
<th>[ ] Somewhat Satisfied</th>
<th>[ ] Not Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>be a process operator/technician?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>obtain your first job after graduation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>transition into your first job?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>compete professionally as an operator/technician?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you recommend UAA Certificate Petroleum Technology education to a friend or relative?</td>
<td>Yes</td>
<td>No</td>
<td>Maybe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list up to three major strengths of your Certificate Petroleum Technology education or other UAA experiences.

Please list up to three areas for improvement in our Certificate Petroleum Technology program or other aspects of KPC.

With respect to the previous question, do you have any suggestions on how KPC could address these improvements?

What can the KPC Certificate Petroleum Technology program do to better serve the needs of future graduates?
APPENDIX B: EMPLOYER SURVEY

Tool Description:

The employer survey asks employers to rate the performance of their employees who have graduated from UAA/KPC relative to the program’s objectives. Additionally, employers are asked to rate the importance of the program objectives from their viewpoint. A sample of the survey instrument is included on the following pages.

Employers of our graduates are obtained from Alaska Department of Labor reports, faculty lists in industry contacts, or other local means. Approximately third of the employers are surveyed each year, not to exceed more than one printed survey per three years per employer. The results are gathered by the school staff.

Factors that affect the collected data:

A number of factors need to be taken into consideration when analyzing the data. The following factors are those that we have identified.

- Low return rates. It has proven difficult get a good return rate from the employers, even with follow up phone calls. This reduces the accuracy of the results.
- Some classification groups have not responded to the survey. The result is that the data is skewed to the viewpoint of a subset of the employers of our graduates.
- Many employers resent being sent surveys (or personal interviews) and will not participate.
- It may be possible that the employer is not aware of all the UAA graduates in their employ. This leads to an assessment that is not representative across the group.

How to interpret the data:

Care should be taken to investigate and discuss the factors influencing the results before interpreting the outcome. The results of the surveys should also be compared against alumni surveys to get a clear picture of program performance. Be aware that there is not a direct connection in the two surveys between the employers and the alumni who work for them.

Sample Survey:

A sample survey is provided on the next page. An electronic version may be developed to replace this version. The questions and data collected will be the same.

Tabulating and Reporting Results:

The survey is prepared by the faculty. The survey is administered by the staff. Staff receives the results and tabulates them for use in faculty outcomes review.
The UAA/Kenai Peninsula College Certificate Petroleum Technology Program has received mandates from the University and to implement an outcomes-based assessment program. As a part of the program, we are surveying alumni and employers of alumni to find ways of improving our program. Your feedback will go a long way in helping us determine how well we are doing and what we can do to better serve our students, alumni, and the Process Industries. Please contact David Spann at Kenai Peninsula College Certificate Petroleum Technology Department (907 262-0365) if you have any questions regarding this survey.

The UAA Certificate Petroleum Technology program has five educational objectives. In this survey, we ask for your opinion relative to each of these seven objectives. First, rate how important each is relative to your organization. Please note that importance relates to the needs of your organization and not to the importance of the item as it may apply to other organizations. Second, rate each item relative to how well you think our graduates are able to function relative to each objective. Please feel free to use the space after the list to briefly explain any of your responses, especially if you feel the preparation of the graduates was less than adequate.

The objectives of the UAA Certificate Petroleum Technology Program are to produce graduates who:

<table>
<thead>
<tr>
<th>Importance of this objective to your work place</th>
<th>How well are KPC graduates able to function in this objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Important</td>
<td>Somewhat Important</td>
</tr>
</tbody>
</table>

1. read P & ID drawings and piping isometric drawings
2a. identify typical pumps, compressors, and similar components
2b. identify typical transmitters, controllers & other instrument components
3. demonstrate punctuality and responsibility suitable to work place employment
4. demonstrate basic communication skills to describe process operations and to participate in employee training programs
5. perform basic mathematic manipulation skills
How would you rate the overall preparation of KPC Certificate Petroleum Technology graduates to:

<table>
<thead>
<tr>
<th></th>
<th>No Opinion</th>
<th>Extremely Satisfied</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Not Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>be a process operator?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>compete professionally as a process operator?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Would you recommend KPC Certificate Petroleum Technology education to a friend or relative?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Please list up to three major strengths of your KPC Certificate Petroleum Technology employees.

Please list up to three areas for improvement in our Certificate Petroleum Technology programs or other aspects of UAA.

With respect to the previous question, do you have any suggestions on how KPC could address these improvements?

What can the KPC Certificate Petroleum Technology program do to better serve the needs of your organization?
Demographics:

Type of Organization:
- [ ] Federal Gov.
- [ ] State Gov.
- [ ] Design Consulting
- [ ] Construction
- [ ] Sales
- [ ] Other Consulting
- [ ] Educational
- [ ] Testing/Reliability
- [ ] Research & Development
- [ ] Other: ______________________________________

Certificate Petroleum Technology Field(s) that your firm works in (check all that apply):
- [ ] Gas Production
- [ ] Oil Production
- [ ] Chemical
- [ ] Oil Processing
- [ ] Food Processing
- [ ] Power Generation
- [ ] Mining
- [ ] Ore Processing
- [ ] Refining
- [ ] Water/Waste Water Processing
- [ ] Not working in Process Technology
- [ ] Other Process Technology: ______

Primary Job Function of Certificate Petroleum Technology graduates (check all that apply):
- [ ] Plant Operation
- [ ] Plant Maintenance
- [ ] Supervisor of technical Trades personnel
- [ ] Contractual Support for Plant Operations
- [ ] Safety Monitor
- [ ] Need To find other Job Duties For Process operators/technicians.
- [ ] Other: __________________________

Number of total employees at your work site:
- [ ] < 10
- [ ] 10 – 25
- [ ] 26-50
- [ ] 51-100
- [ ] 101-500
- [ ] 501-1000
- [ ] > 1000

Approximate number of employees with UAA Certificate in Petroleum technology at your work site:
- [ ] < 10
- [ ] 10 – 25
- [ ] > 25

Number of total employees at worldwide sites:
- [ ] < 10
- [ ] 10 – 25
- [ ] 26-50
- [ ] 51-100
- [ ] 101-500
- [ ] 501-1000
- [ ] > 1000

Thank you for taking the time to complete this survey. Please return it in the enclosed self addressed, stamped, envelope to:

Kenai Peninsula College
34820 College Drive
Soldotna, AK 99669
APPENDIX C: ALASKA DEPT. OF LABOR DATA

(This tool will not likely be utilized until OPRA is set up to coordinate data collection.)

Tool Description:

A list of Social Security numbers of all Certificate Petroleum Technology graduates is provided to the Alaska Department of Labor (ADOL) every two years along with a request for specific data about the employment of these people in the first two quarters of the year. The data requested, and provided by the ADOL, includes:

- Number of Certificate Petroleum Technology graduates that earned wages in Alaska the given time period.
- The job classifications of the graduates and how many are in each job classification
- The employers of the graduates.
- The industries that the graduates work in and how many in each industry.
- The regions of the state that the graduates work in and how many in each region.
- The number of graduates in each pre-specified salary range.

The list of SSNs and the interface with the ADOL are performed by the school staff.

Factors that affect the collected data:

A number of factors need to be taken into consideration when analyzing the data. The following factors are those that we have identified.

- The data is reported only for those graduates who earn wages within Alaska. It is assumed that most of the remaining are working out of state, though it is known that there are a few graduates who are not employed, by choice, who remain in Alaska. There is no way to know exactly how many have chosen not to work but have remained in state.
- It is generally assumed that this data is representative of the graduates that are working out of state as well, an assumption that may not be accurate.
- The results are tied to the general health of the economy. When the economy is good, there are ample technical positions available and the data is a good indicator of employability. The value of the data becomes questionable when there is a general downturn in the local economy.

How to interpret the data:

This data is used to determine the employability of our graduates. For assessment purposes, the percentage of the Alaska employed graduates who are working in a Certificate Petroleum Technology discipline is used as an indicator of employability. As historical data becomes available, the trend data will be used by the faculty in their assessment. This data should be viewed in light of the current status of the local economy.

Tabulating and Reporting Results:

The data is collected and reported by the staff. The data is provided to the faculty for use in their analysis of the program objectives.
APPENDIX D: COURSE-LEVEL ASSESSMENT -- STUDENT SURVEY

One Certificate Petroleum Technology program-wide mandated course-level assessment tool is the student survey. See the attached excel spreadsheet for a sample course-level survey.

Tool Description:

The student survey is used to obtain student perceptions about their abilities, relative to the published course outcomes, as the result of their participation in a course. The tool can also be used to determine if the objectives of some prerequisite courses have been met as well. The tool is also used to obtain other data that helps with the interpretation of the student self-assessment.

Factors that affect the collected data:

Surveys are strongly influenced by a number of factors.

- The standard set by the instructor. A low standard tends to result in fairly high values in Course-Level assessments. Students will not know if the standard was appropriately set until they leave the course and have to apply the knowledge and skills learned, so both the student perceptions and the instructor-introduced measures may tend to be higher than is reasonable if the standards are set too low. The opposite effect is seen when the standards are set too high. The level of the standard should be determined by the program faculty so that comparison between instructors is valid.
- The timing of the administration of the survey. For example, if given at the conclusion of a particularly difficult examination, the results often tend to be lower. If given before other assessment activities (such as exams or project completion), the values may tend to be higher.
- In interpersonal relationships between the class and the instructor. Students that have a good bond with an instructor tend to be less critical. Students that feel a gulf between them and the professor tend to underrate the experience. Both conditions are particularly true if they feel that the results of the survey will be used to evaluate the professor.

How to interpret the data:

Care should be taken to investigate and discuss the factors influencing the results before interpreting the outcome. The results of the surveys should also be compared against other measures to get a good picture of program performance.

Tabulating and Reporting Results:

The course instructor will tabulate and report the results as a part of their course assessment report.

(See excel spreadsheet for course-level assessment survey.)
APPENDIX E: GRADE DATA

Tool Description:

While many factors may affect a student’s grade in a course, a student’s proficiency in the subject matter is generally indicated by the grade that the student earns in the course. A student’s proficiency in a subject area can be determined by looking at the student’s grades in all relevant courses. When looking at the proficiency of the student body as a whole, the course GPA may give an indication of the proficiency of the students and the quality of the course.

To evaluate many of its educational goals, the Certificate Petroleum Technology program will maintain a database of course grade point averages (GPA’s) each semester and a historical graph of these GPA’s. Courses to be included in the database are those courses that apply to the Certificate Petroleum Technology program and are taught by the UAA Community and Technical College (all PTR and PETR courses). The course instructor’s name and the number of students in the course are to be clearly associated with each course GPA record and on the graph.

Factors that affect the collected data:

In evaluating the resulting data it must be noted that the factors influencing course GPAs are numerous and difficult to separate. Some of the factors include the preparation and basic academic abilities of the student, the quality of the presentation of the material by the instructor, the quality of reference material, and the grading philosophy of the instructor.

How to interpret the data:

The data will not be a very precise indicator of student performance until the faculty come to a consensuses regarding grading philosophy and performance standards. Spikes and dips in the data should be viewed in relation to the instructors who where assigned to the courses. As with other data, this should be compared with other data used to assess the same outcomes.

Sample Data: (this is only sample data – not actual data for any particular course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Average Grade</th>
<th># Passed</th>
<th># Audits</th>
<th># Failed/Withdrawn</th>
<th># Incompletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PETR 155 – Blue Print Reading</td>
<td>3.36</td>
<td>18</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Tabulating and Reporting Results:

The staff prepares a summary of grade data on all PRT (and possibly PETR) courses taught each year, by section. The staff also computes the GPA, for the year, over the course groupings identified below.
APPENDIX F: INSTRUCTOR IMPRESSION

Tool Description:

Instructors will receive the tabulated results of the student impression data (student course-level assessments). The instructor will evaluate the course based on the same course-level outcomes that the students rated.

Instructors will evaluate outcomes for each course he or she teaches and express his or her opinion of how well that outcome was taught and/or received by the students. Instructors will also indicate the value of each outcome to the overall objectives of the program.

Factors that affect the collected data:

In evaluating the resulting data it must be noted that the factors influencing an instructor’s impression or opinion will be subjective. SBA faculty should meet to discuss the significance of any impressions, opinions, and recommendations, and include any actions or recommendations in the assessment plan report.

Sample Survey: can be found in the KPC Assessment folder – both tabulated student data, grade data and class statistics, as well as the instructor impression surveys for each course.

Tabulating and Reporting Results:

The staff prepares a survey for each course to be completed by the instructor of each course. The staff (and/or assessment coordinator) will tabulate results if appropriate (for courses with more than one section taught in a given semester), or provide the assessment to the SBA faculty to review.
APPENDIX G: LISTING OF THE COURSE GROUPINGS ASSOCIATED WITH EACH OUTCOME

Outcome #1: read P & ID drawings and piping isometric drawings
   PETR 144*, 155, 240

Outcome #2a: identify typical pumps, compressors, and similar components
   PRT 130, PRT 230

Outcome #2b: identify typical transmitters, controllers & other instrument components
   PRT 140, 144, 240

Outcome #3: demonstrate punctuality and responsibility suitable to work place employment
   PRT 101, 144, 230, 240

Outcome #4: demonstrate basic communication skills to describe process operations and to participate in employee training programs
   PRT 101, 144, 230, 240

Outcome #5: perform basic mathematic manipulation skills
   PRT 140, 144, 230, 240

*PRT144 = PETR144
Physical Education, Bachelor of Science

Educational Effectiveness

Assessment Plan

Version 4.1

Adopted by

HPER faculty: April 1, 2018

Reviewed by the Academic Assessment Committee as an information item: 5/4/18
Reviewed by the Faculty Senate as an information item: 5/4/18
# TABLE OF CONTENTS

*Program Introduction* 3

*Assessment Process Introduction* 3

*Program Standards* 3

*Table 1: Association of Assessment Measures to Program Standards* 5

*Vision, Mission Statement, Values* 5

*Assessment Measures* 6

*Table 2: Program Standards Assessment Measures and Administration* 6

*Assessment Implementation & Analysis for Program Improvement* 7

  *General Implementation Strategy* 7
  *Method of Data Analysis and Formulation of Recommendations for Program Improvement* 7
  *Modification of the Assessment Plan* 7

*Appendix A: Portfolio* 8

  *Measure Description:* 8
  *Factors that affect the collected data:* 8
  *How to interpret the data:* 8

*Appendix B: General Leadership rubric* 10

  *Measure Description:* 10
  *Factors that affect the collected data:* 10
  *How to interpret the data:* 10

*Appendix C: Project* 11

  *Measure Description:* 11
  *Factors that affect the collected data:* 11
  *How to interpret the data:* 11

*Appendix D: Exit Presentation* 14

  *Measure Description:* 14
  *Factors that affect the collected data:* 14
  *How to interpret the data:* 14
PROGRAM INTRODUCTION

The Department of Health, Physical Education & Recreation (HPER) offers a broad undergraduate degree in the field of physical education. Students in this degree program are interested in becoming teachers, coaches, physical therapists, occupational therapists, guides, camp directors, sports club managers, athletic directors, sports nutritionists, fitness instructors, and other related professionals. The department has considered including certificates within courses (such as for Personal Trainer or Outdoor Leader) but has not established which courses would most appropriately meet the standards for the various certificates. With the addition in 2008 of the physical education option in the MAT program, HPER recognized that the Department must prepare students to meet the NASPE (National Association for Sport and Physical Education) Beginning Teacher Standards.

Whether one is talking about a skills test, a test for certification, or benchmarks within the fields of health, physical education or recreation, governing guidelines are referred to as “standards.” Therefore, the term “standard” is used in place of “outcome.”

ASSESSMENT PROCESS INTRODUCTION

This document defines the newly identified educational standards for the Bachelor of Science in Physical Education (BSPE) and outlines a plan for assessing the achievement of the stated standards.

The BSPE was created in 2005, with only 16 graduates as of May 2009. The original outcomes were loosely based on the National Association for Sport and Physical Education (NASPE) Standards for a Physically Educated Person as well as advisory board and faculty input. The NASPE Standards include both objectives, defined as competencies five years after graduation, and outcomes, the end of program competencies. In 2005 the BSPE outcomes (what we are now calling standards) were revised based on input from the Office of Academic Affairs and the elimination of the requirement to have both objectives and outcomes as they were previously defined (a program could list either long-term or end competencies under the term “outcomes”). When the Master of Arts in Teaching-Physical Education program became available in August 2008, the stated standards were not relevant to most of the majors in the BSPE degree program. As more students become aware of the degree and choose to enter this program to prepare for careers in a wide variety of health, physical education, and recreation fields (not necessarily teaching) it became clear to the faculty that the standards needed to be revised. That revision started last year (2008-09) and was concluded just this fall (September 2009).

The Department of Health, Physical Education & Recreation (HPER) worked to create a Vision during the 2008-09 school year as the first step toward revising the standards. The Vision was introduced to industry leaders at the Career Pathways meeting in February 2009. Because of changes in faculty at the department, revision and acceptance of the Vision was not accomplished until September 2009.

A Program Review was also initiated last school year. The committee submitted recommendations to the CTC Dean’s Office in May of 2009. The Provost’s recommendations are not yet available to the Department. As a result, the Department worked on revising program standards last spring and has only recently adopted a new assessment plan.

The Department of Health, Physical Education & Recreation has undergone many changes in the past few years, which has affected our assessment plan: the department chair was “borrowed” for three out of the last four years by the college, the Adventure Leadership emphasis area has lost both of the faculty members with an interim faculty member in the position this year, funding for a facility has been an on-going issue, and the number of declared majors continues to grow.
VISION

The Department of Health, Physical Education & Recreation leads the State of Alaska in cultivating confident and competent health, fitness & recreation professionals who enhance the health and well-being of people and communities.

MISSION

The Department of Health, Physical Education & Recreation facilitates unique learning opportunities through community-engaged, hands-on and research-based coursework to prepare students for leadership roles in the health, fitness & recreation industries. We accomplish this by:

- Promoting life-long learning and leadership by modeling, and creating an environment that inspires passion, resilience and professionalism
- Honoring the diversity of the professions represented and embracing the influence of each
- Collaborating with community and industry to learning
- Attracting talented students, faculty and staff

VALUES

The Department of Health, Physical Education & Recreation places high value on:

- Academic and Professional Integrity
- Student Service
- Stewardship of Resources
- Lifelong Personal Wellness and Learning
- Collaboration and Teamwork
- Community and Industry Service

PROGRAM STANDARDS

At the completion of this program, students are able to demonstrate:

1) An applied understanding of human performance & wellness concepts.
2) An ability to provide relevant, standards based & research based instruction to a broad range of clients.
3) Proficiency in general and discipline specific technologies.
4) Effective leadership skills.

We define leadership as the ability to employ:

a) Appropriate motivational strategies,
b) Appropriate safety and prevention techniques,
c) Effective communication skills,
d) Program planning,
e) Goal setting,
f) Time management, and
g) Sound judgment and good decision making skills.
<table>
<thead>
<tr>
<th>Standards/Outcomes</th>
<th>Portfolio</th>
<th>Leadership Rubric</th>
<th>Project</th>
<th>Internship Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>An applied understanding of human performance &amp; wellness concepts.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>An ability to provide relevant, standards based &amp; research based instruction to a broad range of clients.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Proficiency in general and discipline specific technologies.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Effective Leadership Skills; as listed below</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appropriate motivational strategies,</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appropriate safety and prevention techniques,</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Effective communication skills,</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Program planning</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Goal setting</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Time management</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sound judgment and good decision making skills.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.
**ASSESSMENT MEASURES**

A description of the measures used in the assessment of the program standards and their implementation are summarized in Table 2 below. The measures and their relationships to the program standards are listed in Table 1, page 7.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

**TABLE 2: PROGRAM STANDARDS ASSESSMENT MEASURES AND ADMINISTRATION**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>Electronic copy of important documents created in selected courses, e.g. personal philosophy statement, leadership plans, service log, reflective journal</td>
<td>Framework assessed at end of semester in select courses.</td>
<td>Individual components will be assessed by instructors, HPER will collect data on completion of the various parts of the portfolio</td>
<td>Instructors: PEP A181, 280, &amp; PEP A495</td>
</tr>
<tr>
<td>Rubric</td>
<td>General Leadership rubric used for all leadership courses. Instructors will use the rubric to reflect the student outcomes for their course.</td>
<td>At least twice during each Leadership course</td>
<td>Number of students who meet standard, exceed standard, or need improvement</td>
<td>Leadership course instructors</td>
</tr>
<tr>
<td>Project</td>
<td>Synthesis and application of principles, theories, and knowledge in a researched paper and a targeted test question.</td>
<td>At completion of selected courses. Each course is offered once a year, different semesters.</td>
<td>Rubric and/or targeted exam question results</td>
<td>Instructors: PEP A382 PEP A384</td>
</tr>
<tr>
<td>Internship Presentation</td>
<td>Students who complete their internship are required to present detailed information about their internship experience.</td>
<td>Once, after completion of internship</td>
<td>Oral Presentation</td>
<td>HPER faculty</td>
</tr>
</tbody>
</table>
ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

HPER has been collecting data for this assessment plan since fall 2009. HPER has limited core course faculty, and numerous adjunct faculty. HPER chair has been diligent in making adjunct gather the information necessary to begin analysis.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The HPER faculty will meet at least twice each school year to review the data collected using the assessment measures. These meetings should result in recommendations for program changes that are designed to enhance performance relative to the program’s standards. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15th each year. A plan for implementing the recommended changes, including advertising the changes to all the program’s stakeholders, will also be completed at the second meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems necessary to improve performance relative to program standards. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the standards, assessment measures, or any other aspect of the plan. The changes will be approved by the faculty of the Department of HPER. The modified assessment plan will be forwarded to the dean/director’s office and the Office of Academic Affairs.
APPENDIX A: PORTFOLIO

Measure Description:
The portfolio requirement has not been firmly established with HPER students. With the introduction of a new E-portfolio management system, HPER plans to implement use of the new system as early as spring 2016. The assignment which has been included in the appendix is for the introductory course that is taught twice a year in each semester. BSPE majors will also add artifacts throughout their time in other core courses (PEP 182, PEP 280, PEP 281, PEP 282, PEP 284, PEP 285, PEP 286, PEP 382, and PEP 384.

Factors that affect the collected data:
The Department of HPER is planning on implementing the use of the new E-Portfolio introduced in fall 2105. Initially we will simply check on whether or not students have completed the portfolio shell as laid out in the sample assignment for PEP 181. Availability of accessing the student’s E-portfolio will be an issue HPER faculty will need to address.

How to interpret the data:
Data collected from the portfolio assignment will be used to measure:
- Proficiency in general and discipline specific technologies
- Time management
- Lesson Planning

One file in the portfolio directly addresses technology while the due dates for each piece of the portfolio will measure time management.

The data collected is a percentage of students in PEP A181 who have or have not: created the portfolio shell, included all the components in the technology folder of the shell, and turned the assignment in on time.
Portfolio Assignment

You are required to begin a professional portfolio. This portfolio should be under constant revision until your exit presentation. The purpose of the portfolio is to store information that may be useful to you in your future endeavors. So again, this is just the start. *All work should be stored in the E-portfolio shell by due date.*

**Last Name**’s Portfolio

**Personal Information**
- Picture of self being active or one that has some meaning
- Resume start
- Philosophy, dated
- Fitness information and an activity log
- Goals for the year
  - This semester I learned…
  - My personal growth included…

**Technology**
- Dartfish
- HR graph
- Reflection on use of technology
  - Directions, helpful hints on use of technology

**Coursework**

**Internship**
- Volunteer service hour log
- Venue list
- Personal timeline
  - Anticipated semester I will view peer presentations
  - Anticipated dates for securing Packets 1 & 2
  - Anticipated semester for internship
APPENDIX B: GENERAL LEADERSHIP RUBRIC

Measure Description:
This is a general rubric which will be tailored by each instructor to meet the objectives of their course. Instructors of all Leadership courses (PEP A28_) will collect data on the number of students who exceed standard, meet standard, and need improvement in each category. Instructors will arrange for students to do presentations to a broad range of clients.

Factors that affect the collected data:
Because each instructor modified the rubric, there will be some inconsistency in application and interpretation of the rubric. How each instructor applies the criteria to student presentations may also differ. Instructors who use the rubric will meet at least annually to refine it and to discuss consistency issues. At this time, instructors will not differentiate clients addressed during presentations.

How to interpret the data:
Data collected using the general leadership rubric will be used to measure which leadership abilities HPER students have gained.

The data will be reported as a percent of students in the various leadership courses who exceed standards, meet standard, and need attention. Each Leadership course has freshmen / sophomores who are taking their first Leadership course and juniors / seniors who are taking the last of their six required Leadership courses. This span of development may affect the results.

<table>
<thead>
<tr>
<th>Assessment Compellation</th>
<th>Date: May 5, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Numbers</td>
<td>Motivation</td>
</tr>
<tr>
<td>Course Number</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scoring</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 pts</td>
<td>9-10 pts</td>
<td>7-8 pts</td>
<td>&lt; 6 pts</td>
</tr>
<tr>
<td>20 pts</td>
<td>17-20 pts</td>
<td>14-16 pts</td>
<td>&lt; 13 pts</td>
</tr>
</tbody>
</table>

Leadership Skills Needing Attention
- too competitive
- too little activity
- unclear objectives
- "cheerleading" only
- unsafe conditions
- abuse of equipment
- left-handers’ position
- specific feedback
- no. of clients
- grammar
- volume
- clothing/gum
- cue explanation
- division of leadership
- transitions
- group pages
- use of time
- team cohesion
- timelines
- relation to clients
- prepared
- station order
- adaptations
- relation to clients

AAC Agenda 5/4/18
APPENDIX C: PROJECT

Measure Description:
Students will be assigned a research project in the capstone course, PEP A384, Cultural and Psychological Aspects of Health and Physical Activity. During the research, students will be required to search for appropriate resources.

Alternately, in PEP A382, Kinesiology and Biomechanics, students will be given a targeted question on an exam.

Factors that affect the collected data:
Courses are currently taught by adjunct faculty. Changes in faculty could affect consistency of expectations, data collection and data interpretation.

How to interpret the data:
Data collected from the project assignment will be used to measure:
  - An applied understanding of human performance and wellness concepts
  - Proficiency in general and discipline specific technologies
  - Time management

Sample PEP A384 Research Project Description

Observation/Data Collection: Students will observe groups of individuals (of varying ages) participating in physical activities, question select individuals regarding reasons and benefits of participation, record their findings, compare findings with those of others in the class and work together to produce a single report. A discussion further scrutinizing group dynamics will follow.

Written Project: Construct a plan for modifying a specific health related behavior. The plan should address a specific behavior modification theory and include a minimum goal setting, a plan for dealing with adherence issues and barriers, and reinforcement tactics.

Definition and Analysis of Sport. (a) Although Coakley offers his own definition of sport, he also describes another approach to the study of sport that does not rely on a single definition, but rather sees sports as "contested activities." Using the case of Casey Martin v. PGA Tour, carefully explain how sports are contested activities. (b) How would each of the four main theoretical perspectives outlined by Coakley (Functionalism, Conflict Theory, Interactionism, Critical Theory) analyze the Martin v. PGA case?

Sports and Socialization. (a) Think back to your earliest experiences of playing physical games and sports and describe when they occurred, the context in which they occurred, and what was going on in your life as they occurred. How were those early experiences related to your age, social class, race or ethnicity, family, and neighborhood or community? (b) Coakley and White ("Making Decisions") found that, for high school students, a combination of conditions and characteristics had a powerful effect on whether an individual was likely to continue participation in sport and physical activity.
These included school experiences in sport and physical education classes, individual perceptions of talent and ability, gender, a sense of how sport and physical activity fitted with how individuals saw themselves as adults, and social class. How did these and other conditions and characteristics affect your own decisions about sport participation (or non-participation)?

Sport and Gender. Talk with your mother and grandmothers (or other women who went to high school or college before 1972) and ask them about their involvement in physical activities and sports. What factors in their lives encouraged, limited, or prevented their participation? (a) Now talk with your father and grandfathers (or other men about the same age as the women you talk with) and ask them the same questions. Were their experiences different or similar? Explain why they were either different or similar. (b) Now talk with two women your age and ask them similar questions about their participation in physical activities and sports. How are their experiences different from and how are they similar to the experiences of the older women? Explain why their experiences differ. What social changes have occurred over the past two generations that have made early sport experiences for young women today different from women who went to school before the early 1970s?

Sports in College. Either talk with a fellow student at UAA who is an intercollegiate athlete or think about your own experiences as an intercollegiate athlete. Now talk with someone who is not an intercollegiate athlete or rely on your own experiences as a non-athlete. Compare the experiences of you and your interviewee with respect to why you chose to come to UAA, why you chose your major and how you select courses, how you feel about your academic experience and performance, and what you are planning to do when you graduate. What factors have influenced these choices and experiences?

Sample PEP A382 Test Question

Give a detailed description of how Newton’s Laws of Motion are applied during a penalty kick in soccer.
### Paper Grading Rubric (PEP A384)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Quality of ideas</th>
<th>Organization &amp; Development</th>
<th>Clarity and Style</th>
<th>Sentence Structure and Mechanics</th>
<th>One or more of these features requires attention</th>
<th>Additional Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Range and depth of position; logic of theoretical integration; quality of research or original thought; appropriate sense of complexity of the position; appropriate awareness of conflicting theoretical concepts; congruence with accepted principles and practices in physical health</td>
<td>Effective title; clarity of position statement; logical and clear arrangement of ideas; effective use of transitions; unity and coherence of paragraphs; good development of ideas through supporting details and evidence. Comments:</td>
<td>Ease of readability; appropriate use of voice, tone and style of paper; clarity of sentence structure; gracefulness of sentence structure; appropriate variety and maturity of sentence structure; appropriate use of current APA formatting. Comments:</td>
<td>Grammatically correct sentences: absence of comma splices, run-ons, fragments; absence of usage and grammatical errors; accurate spelling; careful proofreading; attractive and appropriate manuscript form. Comments:</td>
<td>☐ Your response does not address the assignment.☐ Grammatical/mechanical errors are numerous enough to interfere with understanding your response.☐ The organization of your response is not clear.☐ The logic of your position is confusing.☐ Your position is not supported by the literature.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:**
5 = Exceptional demonstration of knowledge and skills in this area
4 = Above average demonstration of knowledge and skills in this area
3 = Average demonstration of knowledge and skills in this area
2 = Below average demonstration of knowledge and skills in this area
1 = Marginal demonstration of knowledge and skills in this area
APPENDIX D: EXIT PRESENTATION

**Measure Description:**
At the conclusion of the internship (senior year at or near program completion), students present to an audience of some combination of the following: peers, first and second year students, faculty, staff, advisory board members, community members, family and friends. Within the presentation, they are to explain how they applied research, motivation, etc. (noted in outcomes). Faculty and advisory board members evaluate the level and appropriateness of application.

**Factors that affect the collected data:**
Evaluators available to participate in each session may vary.

**How to interpret the data:**
Scores will be compiled and given in narrative form. Conclusions based on the scores and comments will be discussed among HPER faculty. Those conclusions will be included in the final report.
Exit Presentation Evaluation

Student ______________________________ Semester of Internship __________________
Internship Site(s) ______________________________

The focus of the presentation is the student internship. Student will provide an overview of their internship and discuss the application of various concepts and skills learned in their previous coursework.

<table>
<thead>
<tr>
<th>Evaluator: For each item in the left column, circle the point value in the corresponding row that best describes the student’s performance.</th>
<th>0 Points</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable – Missing or incorrect elements</td>
<td>Below Average – Does not quite meet requirements OR has noticeable errors that detract from the content</td>
<td>Average – Meets Requirements with Little or Few Errors</td>
<td>Above Average – Work has elements that clearly distinguish it from average work; few or minor errors (or no errors if indicated below)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERNSHIP PLACEMENT/INTERNSHIP SITE OVERVIEW</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief description of the internship site(s) and how the internship was secured</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Not addressed or the basic business of the organization/site AND the process of securing the internship is unclear</td>
<td>Basic business of the organization/site OR the process of securing the internship is unclear</td>
<td>Basic business of the organization/site AND the process of securing the internship is clear</td>
<td>Basic business of the organization/site AND the process of securing the internship is clear; utilization of additional methods (visuals, etc) provides a vivid picture of the organization’s business and/or the securing of the internship</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERNSHIP ACTIVITIES</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Duties/Responsibilities</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Not addressed</td>
<td>Duties/responsibilities of the internship addressed but many are not clear</td>
<td>Some, but not all, duties/responsibilities of the internship are clear</td>
<td>Excellent overview, duties/responsibilities of the internship are clear</td>
<td></td>
</tr>
<tr>
<td>Typical Internship Day</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Not addressed</td>
<td>The typical internship day was addressed but not easily understood</td>
<td>Some, but not all, of the typical internship day’s activities are clearly described</td>
<td>Excellent overview, the typical internship day is vividly described</td>
<td></td>
</tr>
<tr>
<td>Discipline-Specific Technology Utilized</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Not addressed</td>
<td>Poor examples OR inappropriate use of technology</td>
<td>Appropriate example of discipline-specific technology utilized in the internship</td>
<td>Multiple appropriate examples of discipline-specific technology utilized in the internship</td>
<td></td>
</tr>
<tr>
<td>Application of Research in the Instruction of Clients/Students/Patients</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Not addressed</td>
<td>Poor examples OR inappropriate application of research to instruction</td>
<td>Appropriate example of research application to instruction</td>
<td>Multiple appropriate examples of research application to instruction</td>
<td></td>
</tr>
<tr>
<td>Application of any State or National Standards in the Instruction of Clients/Students/Patients</td>
<td>0</td>
<td>Poor examples or inappropriate application of state or national standards</td>
<td>2</td>
<td>Appropriate example of state or national standards applied to instruction</td>
</tr>
<tr>
<td>Application of Motivational Strategies with Clients/Students/Patients</td>
<td>0</td>
<td>Poor examples or inappropriate use of motivational strategies</td>
<td>2</td>
<td>Appropriate example of use of motivational strategies</td>
</tr>
<tr>
<td>Application of Effective Communication Skills during the Internship</td>
<td>0</td>
<td>Poor examples or inappropriate use of communication skills</td>
<td>2</td>
<td>Appropriate example of use of effective communication skills</td>
</tr>
<tr>
<td>Application of Sound Judgment and Good Decision-making Skills during the Internship</td>
<td>0</td>
<td>Poor examples or inappropriate use of sound judgment and good decision-making skills</td>
<td>2</td>
<td>Appropriate example of use of sound judgment and good decision-making skills</td>
</tr>
<tr>
<td>Application of the Concepts and Skills from Coursework</td>
<td>0</td>
<td>No attempt to connect coursework application to internship</td>
<td>1</td>
<td>One or more inaccurate examples of coursework application during the internship</td>
</tr>
</tbody>
</table>

**INTERNSHIP FOLLOW-UP REVIEW**

| Internship Goals and Accomplishment of the Goals | 0 | Goals not presented | 1 | Goals presented but no explanation or unclear explanation of the achievement of some of the goals | 2 | Goals presented and explanation of the level of achievement for most goals is clearly presented | 3 | Goals presented and explanation of the level of achievement for every goal is clearly presented |
| Highlights (or Additional Things Gained) | 0 | Not addressed | | | | | | 3 | Highlights of internship clearly identified and communicated |
| Advice for Future Interns | 0 | No advice provided or impractical or inappropriate advice provided | | | | | | 3 | Practical and appropriate advice provided |
## Professionalism Demonstrated Through the Presentation

<table>
<thead>
<tr>
<th>Presentation Style and Language</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student used inappropriate language or style for the venue and audience <strong>AND</strong> demonstrated consistent grammatical errors</td>
<td>Student used inappropriate language or style for the venue and audience <strong>OR</strong> demonstrated consistent grammatical errors</td>
<td>Student demonstrated language and style appropriate for the venue and audience; few grammatical errors</td>
<td>Student was relaxed and comfortable; demonstrated language and style appropriate to the venue and audience; very few to no grammatical errors</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student’s Presentation Attire</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Needs Attention</td>
<td>Well-dressed but lacking in professionalism</td>
<td>Very professional, appropriate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation Materials</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials were unorganized, unremarkable <strong>AND</strong> contained more than a few errors</td>
<td>Materials were unorganized, unremarkable <strong>OR</strong> contained more than a few errors</td>
<td>Materials were organized, visually pleasing, with few errors</td>
<td>Materials were very well organized, visually outstanding and completely free of grammatical errors</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation Technology</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required technology not used</td>
<td>Student was uncomfortable with the technology utilized to the point that it detracted from the presentation</td>
<td>Presentation was fairly smooth but student occasionally appeared uncomfortable with the technology utilized</td>
<td>Presentation proceeded smoothly without interruption; student appeared very comfortable with the technology utilized</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation Time Requirements</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation not completed in the required 30 minutes</td>
<td>Presentation completed within the required 30 minutes; did not allow enough time for questions <strong>AND</strong> had more than 5 minutes of video</td>
<td>Presentation completed within the required 30 minutes; did not allow enough time for questions <strong>OR</strong> had more than 5 minutes of video</td>
<td>Presentation completed within required 30 minutes; included no more than 5 minutes of video; allowed a minimum of 5 minutes of questions</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

**Total Points:** ________

Evaluator ___________________________________________________________ Date ____________________
Political Science Program
University of Alaska Anchorage

Educational Effectiveness

Assessment Plan

Version IV

Originally adopted by the Political Science Program faculty February 2004
Most recently reviewed October 19, 2007

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 5/4/18
Reviewed by the Faculty Senate as an information item: 5/4/18
INTRODUCTION

This document defines the educational objectives and expected outcomes for the Political Science program at the University of Alaska Anchorage (UAA) and outlines a plan for assessing the achievement of the stated objectives and outcomes.

The Educational Effectiveness Plan for the Political Science program at UAA was developed by the faculty of the program at the behest of the UAA administration over a number of years. The first steps in Educational Effectiveness Assessment were taken at UAA in the late 1990s under the campus-wide leadership of Will Jacobs who was then a member of the Political Science Faculty. The Political Science Department had also been subjected to a Special Program Review over the 1999-2000 academic year which had collectively involved the Political Science faculty in assessing the strengths, weaknesses, and products of the program. The recommendations from the Special Review process served as a starting point for the Educational Effectiveness Assessment Plan. Over the 2000 – 2001 academic year, the political science faculty participated in a series of departmental meetings to develop the Educational Effectiveness Assessment Plan. The plan was adopted at the final departmental meeting of the academic year in May 2001 and was then first implemented in the 2001-2002 academic year. Subsequent to the 2002-3 implementation, the faculty adopted the recommendation to revise Outcome 2 over the 2003-4 academic year.

At departmental meetings in January and February 2004, the revision was adopted. Former Outcome two was split into two outcomes (now Outcomes 2 and 3) to be separately measured.
PROGRAM OUTCOMES

A UAA Student graduating with a BA degree in Political Science should:

▪ Demonstrate the ability to write clear and precise English prose.
▪ Demonstrate the ability to understand basic principles of American government.
▪ Demonstrate the ability to understand relationship between the United States and the larger world.
▪ Demonstrate the ability to identify and criticize competing political science arguments.
▪ Demonstrate the ability to identify and interpret important political texts.
▪ Demonstrate the ability to write a satisfactory senior-level research paper.
▪ Demonstrate knowledge of each recognized field within political science.
<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/ Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tool #1</td>
<td>Senior Essay</td>
<td>Every Spring/2002</td>
<td>In PS 492</td>
<td>PS 492 Faculty/Instructor</td>
</tr>
<tr>
<td>Tool #2</td>
<td>Comprehensive Exam</td>
<td>Every Spring/2002</td>
<td>In PS 492</td>
<td>PS 492 Faculty/Instructor</td>
</tr>
<tr>
<td>Tool #3</td>
<td>Senior Seminar</td>
<td>Every Spring/2002</td>
<td>In PS 492</td>
<td>PS 492 Faculty/Instructor</td>
</tr>
<tr>
<td>Tool #4</td>
<td>PS 341 or 342 (grade)</td>
<td>Every Fall/2004</td>
<td>In PS 341/342</td>
<td>PS 341/342 Faculty/Instructor</td>
</tr>
<tr>
<td>Tool #5</td>
<td>American principles exam question PS 330</td>
<td>Every Fall/2004</td>
<td>In PS 330</td>
<td>PS 330 Faculty/Instructor</td>
</tr>
<tr>
<td>Tool #6</td>
<td>US and the world exam Question for PS 322 or 321</td>
<td>Every Fall/2004</td>
<td>In PS 322/321</td>
<td>PS 322/321 Faculty/Instructor</td>
</tr>
<tr>
<td>Tool #7</td>
<td>Exit Survey</td>
<td>Every Spring/2002</td>
<td>In PS 492</td>
<td>PS 492 Faculty/Instructor</td>
</tr>
<tr>
<td>Tool #8</td>
<td>Alumni Survey</td>
<td>Annual 2007</td>
<td>By (e)mail</td>
<td>Dept. Admin. Assistant</td>
</tr>
</tbody>
</table>
### Table 2
Association of Assessment Tools to Program Outcomes

<table>
<thead>
<tr>
<th>Objective</th>
<th>Senior Essay</th>
<th>Comprehensive Exam</th>
<th>Senior Seminar</th>
<th>PS 341/342 grade</th>
<th>PS 330 Exam Question</th>
<th>PS 322/321 Exam Question</th>
<th>Exit Survey</th>
<th>Alumni Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the ability to write clear and precise English prose.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrate the ability to understand basic principles of American government.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrate the ability to understand the relationship between the United States and the larger world.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrate the ability to identify and criticize competing political science arguments.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrate the ability to identify and interpret important political texts.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrate the ability to write a satisfactory senior-level research paper.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrate knowledge of each recognized field within political science.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

0 = Tool is not used to measure the associated objective.  
1 = Tool is used to measure the associated objective.
ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

The Political Science Department embarked on implementing its plan in the 2001 – 2002 academic year with a carefully conceived Senior Seminar (PS492) and elements designed and created for this purpose (Senior Essay, Comprehensive Exam), administered for the first time in Spring 2002. In addition an Exit Survey was designed and implemented. These instruments were refined during the 2002-3 academic year and employed again in spring 2003 to generate the 2003 Educational Effectiveness Assessment Plan which was submitted to comply with universal reporting requirements. The plan was again revised in 2003-4 for implementation in Spring 2004. The Alumni Survey will be implemented in April 2007, five years after the graduation of the first assessed graduates.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The Political Science faculty will meet three times a year – in September, January and April – for Educational Effectiveness Assessment purposes. At the September meeting the Political Science faculty will review the data collected using the assessment tools. This meeting will adopt a plan for implementing recommended changes designed to enhance performance relative to the program’s outcomes, and communicating the changes to all the program’s stakeholders. The January meeting will monitor implementation of the recommended changes and update the assessment plan. The April meeting will focus on the administration of the measurement instruments to be employed at the end of the spring term. The data collection, interpretation of the results, and the recommended programmatic changes will be incorporated into the Educational Effectiveness Assessment Report forwarded to the office of Academic Affairs (in the required format) by the end of May each year.

Modification of the Assessment Plan

The Political Science faculty, at their October meeting each year, after reviewing the collected data and the processes used to collect it, will review and refine the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. The changes will be approved by the faculty of the program and forwarded to the dean/director’s office and the Office of Academic Affairs.
APPENDIX A: SENIOR ESSAY

Tool Description:

The senior essay written for Political Science A492, Senior Seminar in Politics, is the culminating research paper for senior-level students in political science, demonstrating their ability to explore an important question in the field and to develop and make a cogent argument about it. Topics and approaches for the senior essay should be developed by students in consultation with the instructor of the senior seminar by a date set each year by the instructor. Topics will often, but not necessarily, be related to the theme of the senior seminar. Students are encouraged, however, to choose topics and approaches according to their own scholarly interests, predilections, experience, and talents, and some of the best senior essays arise from strong interests on the part of the student that may not be directly related to the theme of the senior seminar.

The general expectation is that the senior essay should be approximately 10,000 words. Senior essays are graded by a faculty member in the department, usually but not always the instructor of the senior seminar.

Students taking Political Science A492 who are not majors in Political Science may be allowed more latitude in writing the senior essay required for the seminar, at the discretion of the instructor. Political Science majors who are University Honors candidates and who work on their senior project for a full year are expected either to do a second semester-long project or to write a longer senior essay, generally 20,000 words.

Factors that affect the collected data:

All graduating students taking the BA in Political Science must take the Senior Seminar and thus will write this essay. Despite advising, some students take the course prior to their final semester, thus the measure may not gauge their ultimate attainment of disciplinary knowledge.

How to interpret the data:

For assessing writing ability and mastery of presentation style this provides clear demonstration. Ability to identify different arguments and texts will reflect individual scholarship and different levels of commitment. In assessing the products, one must take into account that at each offering there will be a different topic which may account for some difference in student engagement and outcomes: some popular or fashionable topics may attract a larger enrollment and more enthusiastic essay-writing.
APPENDIX B: COMPREHENSIVE EXAM

Tool Description:

The Comprehensive Exam, administered at the end of the Senior Seminar in Politics (required of all PS graduates), requires students to write answers to five questions, each of which provides the student the opportunity to demonstrate that they can apply the perspectives of the recognized sub-fields of the discipline of political science to the topic of the Senior Seminar. There is one question for each of the recognized subfields: Comparative Politics; International Relations; Political Philosophy; American Government; and Political Behavior.

Factors that affect the collected data:

Since all Political Science majors specialize (to a minor degree) in a subfield, each student should be expected to demonstrate more mastery of one than of the other subfields in the Comprehensive Exam. Varying grade outcomes for different subfields might reflect different standards being used by different faculty members or differing degrees of severity in grading.

How to interpret the data:

This data will demonstrate whether graduating Political Science students have mastered the various subfields of the discipline. Collecting and comparing the grades attained for the questions on the subfields will indicate whether any subfields are consistently faring poorly.

Sample Comprehensive Examination attached
APPENDIX C: SENIOR SEMINAR

Tool Description:

The Senior Seminar in Politics (PS492) is designed as the capstone course for the program. All program faculty collaborate in offering the course with one faculty member choosing the topic focus and other faculty bringing their subfield perspectives to bear on the topic. In this forum, students observe their faculty as practicing political scientists, interacting with one another over their disciplinary subject matter. The Senior Seminar allows a searching examination of a single major concept, issue or problem in the study of politics. In a seminar setting, each session of the class is based on extensive prepared readings, lead by different political science faculty members. Participation of all Political Science faculty in the Senior Seminar allows for departmental discussion of student performance on the course’s various instructional goals and defined outcomes, which coincide with assessment outcomes. Identification of deficiencies can lead to adjustment of the curriculum.

Factors that affect the collected data:

Not only will the topic of the Senior Seminar reflect the predilections of the lead faculty member, so will the grading for Senior Seminar performance. However, the participation of all program faculty in grading one element (Comprehensive Exam questions) will allow for some baseline comparisons.

Although it is the intention that students take this course during their final term, scheduling difficulties (the PS Department can only offer the Senior Seminar each Spring Semester) and student choices mean that some students take it prior to their final term when they may not be fully prepared to demonstrate an exit-level grasp of the discipline of Political Science.

How to interpret the data:

The Senior Seminar generates a variety of versatile assessment tools: the Senior Essay and the Comprehensive Exam, in addition to a performance assessment, which together provide means of assessing 6 of our 7 outcome measures.

Sample PS492 Senior Seminar in Politics Course Outline attached.

APPENDIX D: PS 341/342 COURSE GRADE
Tool Description:

All students graduating from the Political Science Department are required to take an upper-division course on American Government: either PS 341 Congress or PS 342 The Presidency. Both courses focus on U.S. Constitutional arrangements and the basic principles underlying the separation of powers between the Executive and Legislative branches in the U.S. Presidential system. The grade that a student achieves in either course will reflect the level of mastery of this subject matter. Where students have taken both, their better grade will be used.

Factors that affect the collected data:

Students with an emphasis in American government will be likely to have taken both courses in which case their better grade will be recorded for this measure. Their cumulative knowledge may result in their having higher grades than students with other emphases. Students may have taken these courses sometime before graduation.

How to interpret the data:

Students’ grades on PS 341 or 342 will indicate level of understanding of the basic principles of American government.
**APPENDIX E: PS 330 QUESTION**

**Tool Description:**

Commencing with the next offering of PS 330 (Fall 2004), one of the questions on the PS A330 Final Exam, will be specifically designed to elicit students’ understanding of the basic principles of American Government. Given the subject matter and course description of PS 330, such a question is central to measuring the effectiveness of the course.

The question to be used follows:
In Federalist #51, James Madison writes that, “in framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.” In what ways does the government instituted by The Constitution of the United States of America fulfill this directive?

**Factors that affect the collected data:**

Students whose emphasis area is in American Government may have devoted more of their coursework to this subject matter and may do better than students with other areas of emphasis. Students may have taken PS 330 some time prior to graduation.

**How to interpret data:**

This data will demonstrate students grasp of basic principles of American Government.
APPENDIX F: PS 322/321 QUESTION

Tool Description:

All students graduating with a BA in Political Science from UAA are required to have taken either PS 322 U. S. Foreign Policy or PS 321 International Relations. Although PS 322 specifically deals with the U.S. relationship to the rest of the world evidenced in U. S. foreign policy, the subject matter of PS 321 International Relations also inevitably incorporates the role of the U. S. in international relations and the relationship of the U. S. to the larger world. Final Exam Questions in both courses cover this U.S. role and relationship. Commencing with their next offerings (P 321 Fall 2004, PS 322 Fall 2005), a specifically designed question will be incorporated into the Final Exam of both courses. Student scores on the question for PS 322 will be gathered for assessment purposes but where a graduating PS major has not taken PS 322, his/her score on the question on PS 321 will be used.

The question to be used follows:
Describe and discuss the role of the U.S. in international relations and U.S. relations with the larger world. Provide illustrative examples to support your conclusions.

Factors that affect the collected data:

Scores on the question in PS 321 may vary from PS 322 since U. S. foreign policy is more central to PS 322 than is the U. S. role to PS 321. Students with an emphasis in International Relations may well have taken both PS 322 and PS 321 and will therefore have had more course content on this subject matter and may therefore score higher than students with other emphasis areas. Students may have taken these courses some time prior to graduation.

How to interpret this data:

This data will demonstrate students understanding of the relationship between the USA and the larger world.
APPENDIX G: EXIT SURVEY

Tool Description:

Administration of the Political Science Exit Survey is designed to elicit student ratings of the Political Science program and their UAA experience as well as ensuring that we have follow-up contact details for our graduates. Exit Survey questions are related to program outcomes. A copy of the survey instrument is attached.

Surveys are administered to students after they have completed their Comprehensive Exam and results are compiled and tabulated by the Departmental Administrative Assistant after graduation.

Factors that affect the collected data:

The method of collection ensures that all graduating political science majors will have taken the survey but whether they took it as they concluded their studies is determined by whether they took the Senior Seminar and Comprehensive Exam their last semester before graduation from UAA.

How to interpret the data:

This instrument should provide a reliable measure of students’ assessments of the Political Science Program.

Sample Exit Survey attached.
APPENDIX H: ALUMNI SURVEY

Tool Description:

The Alumni Survey will be administered 5 years after students have graduated starting in 2007. The instrument has not yet been designed but will have items intended to gauge graduates’ assessment of their BA program relative to the program’s identified outcomes.

To ensure that, five years after graduation we still have contact information for graduates, we will collect contact data at the Exit Survey and will contact our students annually on the anniversary of their graduation with a PS newsletter that requests that they update their contact data. If current communications trend persist, it would behoove us to ensure that our Alumni Survey can be completed online or making use of the latest communications technology in addition to being available by traditional means.

Factors that affect the collected data:

We will need to take into account the return rate for the Alumni Survey: a low return rate would reduce the usefulness of the data for outcomes assessment.

How to interpret the data:

It will be interesting to see whether alumni who have jobs or professions that are based in their PS degrees are more likely to respond than alumni who have jobs that are not PS based. Only time will tell.
A.A.S. Process Technology

Educational Effectiveness

Assessment Plan

AY15

Process Adopted by the Process Technology faculty: September 15, 2014

Update Submitted to the Assistant Director for Academic Affairs: October 6, 2014

ARC: October 6, 2014

Reviewed with curriculum changes by the Academic Assessment Committee: 5/4/18
Reviewed by the Faculty Senate as an information item: 5/4/18

Reviewed by the Academic Assessment Committee: 3/6/15
Reviewed by the Faculty Senate as an information item: 4/2/15
TABLE OF CONTENTS

Introduction To Assessment Of Student Outcomes ........................................... 3

Introduction to the Process Technology Program .......................................... 3

Program Student Learning Outcomes ............................................................ 7

Assessment Tools .......................................................................................... 8
  Table 1: Association of Assessment Tools to Program Objectives .................. 9
  Table 2: Program Objectives Assessment Tools and Administration ............. 11

Assessment Implementation & Analysis for Program Improvement .............. 12
  General Implementation Strategy ................................................................. 12
  Method of Data Analysis and Formulation of Recommendations for Program Improvement ........................................... 12
  Modification of the Assessment Plan ............................................................ 12

Appendix K: Course Groupings Associated With Each Outcome ................. 12
INTRODUCTION TO ASSESSMENT OF STUDENT OUTCOMES

Student Outcomes Assessment is an evaluation process where the program faculty review the published program outcomes and determine the success with which students have achieved those outcomes. Student outcomes assessments normally result in recommendations by the faculty for improvements related to program content or delivery. Plans for assessing student learning outcomes are prepared by program faculty and approved by their college. Active plans and outcomes assessment reports are recorded with the Office of Academic Affairs.

Assessment of educational effectiveness is increasingly recognized nationally as an essential component for all of higher education. In addition to its centrality to our goal of becoming a true learning organization, assessment of outcomes is also required by our accrediting commission, Northwest Association of Schools and Colleges, as well as the University of Alaska, Board of Regents. The assessment of educational effectiveness and outcomes must be a part of every course [program] of study if we are to meet the expectations of our stakeholders, satisfy the requirements of our institutional and program accreditation, and be accountable to ourselves that we are providing the highest quality educational programs possible.

Each academic program at UAA is to engage in a continuous improvement process. This process is to be formalized and repeated on a regular cycle and must include the essential elements of:

1. Setting program outcomes
2. Selecting indicators that can be used to measure progress toward achieving those outcomes
3. Gathering and analyzing data to determine achievement
4. Recommending and implementing program changes that facilitate further progress in achieving the desired outcomes.

A framework that reflects well established and validated practices has been adopted for the continuous improvement of each academic and administrative unit of the University of Alaska Anchorage. It has been assigned the acronym PAAR; which stands for Plan, Act, Access, and Revise.

INTRODUCTION TO THE PROCESS TECHNOLOGY PROGRAM
The A.A.S. Process Technology Degree is designed to provide education/training that will enable individuals to obtain employment in the industries that use and control mechanical, physical, or chemical processes to produce a product. In Alaska, this includes the process industries of oil and gas production, chemical manufacturing, petroleum refining, power generation and utilities, water and waste-water treatment, and seafood and other food processing. Alaska’s natural resources industries are oil, gas, mining, fishing, and timber.

This plan was first developed in August of 1999 when a group of over 100 people met at a two-day workshop to discuss the workforce needs in the process industries. Those present included representatives of oil and gas production, refineries, mining, power generation, union, several of the UA campuses, AVTEC, Ilisagvik, State Department of Labor, and AHRIC. The purpose of the meeting was to share information on the current workforce, to project future needs, to examine available training and rate of graduation, and to identify training needs. The motivation for the meeting was the growing awareness that due to the aging of the present workforce, the needs over the next three to ten years would exceed the number currently available or in training. The result of that two-day workshop was the creation of the Alaska Process Industry Careers Consortium (APICC), whose mission is:

The purpose of APICC is to increase the ability of its members to provide quality education and training services to Alaskans. The Consortium will establish standards for Process Technology education and training and strive to collectively read or exceed those standards.

Although shortages were projected in several job categories, the one with the largest was process operator. APICC therefore identified the development and support of a degree program in Process Technology as their first priority. The Standards Committee identified the basic job functions of an operator and from that developed the “Process Operator Critical Work Functions, Key Activities and Performance Criteria” found in appendix. A summary of those criteria are included in the next section (Program Objectives). The Curriculum Committee used this information to design a degree program that can train individuals to these standards. BP Exploration hired a consultant to work with the Curriculum Committee to develop the new courses and instructional materials. This person also worked closely with KPC faculty and MAPTS Director.

These two committees had members from both industry and education and there was a crossover membership between Standards and Curriculum. The standards and subsequently the Process Technology A.A.S. degree were reviewed and approved by the APICC membership.

APICC and its members have also provided support by:
- Developing promotional materials to recruit students into the courses
- Helping to recruit adjuncts from industry to teach the courses
- Offering scholarships
- Making summer internships available
- Donating equipment for use in the instruction
Within the University of Alaska, the two lead campuses have been Kenai Peninsula College and Tanana Valley College with courses also offered in Anchorage through MAPTS, a component of UAA.

This degree program was developed at the request of and with the involvement of the companies that will hire its graduates. It is an opportunity for the University of Alaska to be responsive to the needs of industry and to partner with the industry to meet the needs of the State by training Alaskans to work in Alaska. The student outcomes for this program match the standard identified by the Alaska Process Industry Careers Consortium for the position of Process Operator.¹

Several UAA Process Technology faculty have participated in APICC and KPICC related conferences and work sessions in the past few years. The things that they have learned at the workshops have been incorporated into this plan.

APICC and KPICC met with UAA/KPC faculty in August of 2003 to completely review the Process Technology program. The APICC industry audit was used as the assessment evaluation and report for AY04-05.

KPC’s Process Technology program is run under the direction of APICC’s Education and Training Committee which meets approximately once per month for the sole purpose of evaluating and updating the Process Technology program and related courses and programs. APICC evaluates at least one course per year and the entire program every three to four years.

The Process Technology hardware simulators use industry technology to be as realistic as possible in a non-industrial setting. KPC uses up-to-date software in process simulation which allows our students to interact with a computer interface that mimics the interface standards found in industry.

Students working shift jobs on the North Slope, off-shore oil platforms, and other situations are encouraged and supported by the process Technology department. All Process Technology courses are videotaped to allow student to view missed classes. Homework, quizzes, and course materials are available via UAA’s Web services.

The Process Technology program works in conjunction with the Industrial Process Instrumentation and Computer Electronics programs to offer varied career paths in the process industries. All instrumentation, electronics, computer science, and computer technology courses count as technical electives in the process Technology program.

KPC’s Process Technology program is unique in providing identical programs at the Kenai River Campus and at the Anchorage Extension Site at the University Center. This allows for the seamless transfer of students between the two programs. Tanana Valley College also offers a similar Process Technology degree.

¹Process Operator Critical Work Functions, Key Activities and Performance Criteria 1999, APICC.
Sample Assessment Data Collection Cover Sheets

KPC Student Learning Outcome Assessment: Data Collection

Semester Year

Each year at KPC every program conducts an assessment of student learning outcomes based on a procedure determined in the program's assessment plan. Assessment methods include direct measures (assignments, exams, papers, projects, presentations, journals, etc.) or indirect measures (overall course grades, student surveys, employer surveys, etc.). The standard is to have at least two different direct measures per program outcome.

For your course, please provide assessment data that pertain to the student learning outcome listed below.

Instructor's Name: ________________________________

Course Prefix and Number: ________________________  CRN: ________________________

WELD Outcome # 1: Upon completion of this program, students will be able to perform the AWS D1.1 structural -- oxyacetylene cutting process.

Other programs this data may apply to: ________________________________

Instruction: Please fill out the rest of this form, attach your data, and return them to the faculty secretary.

Total Enrollment: ________________________  Total Number Assessed (1): ________________________

Name of assignment used to assess student learning outcome listed above: ________________________________

Number of students successful (2) on assignment: ________________________  Number unsuccessful (3): ________________________

Total points possible on assignment: ________________________  Points (or percent) required for 'success': ________________________

Please complete the following:

☐ Attach copy of assignment (exam, quiz, essay, homework, etc.) used to assess student learning outcome listed above.

☐ Attach successful rubric (scoring tool that lists the criteria for a piece of work) or, attach samples of successful work (include both an example of excellent work and one that is mediocre but still successful) without any student names included. Just one or two samples are acceptable; no need to provide copies of all students' assignments.

☐ Attach unsuccessful rubric (scoring tool that lists the criteria for a piece of work) or, attach samples of unsuccessful work. Just one or two samples of each type; no need to provide copies of all students' assignments.

☐ List all individual scores on the back of this sheet. OK attach a copy of your grade sheet. Please do not include any student names or identifiers.

Deadline

Return to Faculty Secretary by the end of THIS Semester

* to be filled out by departmental secretary

(1) Consider assessment as a sampling of your class; 100% coverage is not necessary.
(2) Successful: usually graded C or better
(3) Not Successful: usually graded less than a C
PROGRAM STUDENT LEARNING OUTCOMES

The graduates of the UAA Process Technology program will be able to:

Outcome #1: Maintain a safe work area: enforce safety regulations, follow safe operating procedures, maintain effective communications with personnel and identify workplace hazards.

Outcome #2: Monitor area operations: monitor equipment for efficiency and integrity, identify process problems and perform trend analysis.

Outcome #3: Maintain process parameters: perform process adjustments, start-up process equipment, shut down process equipment.

Outcome #4: Maintain emergency response preparedness: respond to emergencies, effectively participate in emergency response drills and conduct periodic review of emergency response procedures.

Outcome #5: Maintain regulatory compliance: report recordable incidents, record discharge reports, record regulatory data, maintain current licensing, participate in internal/external audits and comply with HAZCOM requirements.

Outcome #6: Coordinate maintenance activities: generate work requests, develop safe-out procedures, schedule maintenance activities, prepare equipment for maintenance activity and issue work permits.

Outcome #7: Perform administrative activities: produce required reports, record logbook entries and perform personnel evaluations.

Outcome #8: Assess and recognize the need for continued professional development: participate in job-related training and utilize self-study resources.
ASSESSMENT TOOLS

A description of the tools used in the assessment of the program outcomes and their implementation are summarized in Table 1. The tools and their relationships to the program outcomes are listed in Table 2.

There is a separate appendix for each tool that includes a more detailed description than is provided here and also describes the factors that affect the results and give examples of the tools and how they will be implemented.

The assessment tools may be used in total, or a sufficient number may be selected to accurately assess any given objective or outcome.
Note: Although assessment tools appear to be very specific, they are just a representative sampling of what faculty might choose in any give semester or year. The assessment plan will not be rewritten each year when faculty choose new or similar tools that are not listed in the tables and appendices.
### Table 1: Association of Assessment Tools to Program Objectives

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<tr>
<td><strong>Outcome #1: Maintain a safe work area: enforce safety regulations, follow safe operating procedures, maintain effective communications with personnel and identify workplace hazards.</strong></td>
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<td><strong>Outcome #2: Monitor area operations: monitor equipment for efficiency and integrity, identify process problems and perform trend analysis.</strong></td>
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<td><strong>Outcome #3: Maintain process parameters: perform process adjustments, start-up process equipment, shut down process equipment.</strong></td>
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<td><strong>Outcome #4: Maintain emergency response preparedness: respond to emergencies, effectively participate in emergency response drills and conduct periodic review of emergency response procedures.</strong></td>
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<td><strong>Outcome #5: Maintain regulatory compliance: report recordable incidents, record discharge reports, record regulatory data, maintain current licensing, participate in internal/external audits and comply with HAZCOM requirements.</strong></td>
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<td>Outcome #6: Coordinate maintenance activities: generate work requests, develop safe-out procedures, schedule maintenance activities, prepare equipment for maintenance activity and issue work permits.</td>
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| Outcome #7: Perform administrative activities: produce required reports, record logbook entries and perform personnel evaluations. |
|-----------------------------------------------------------------------------------------------------------------------------|------|
|                                                                                                                               | X    |

| Outcome #8: Assess and recognize the need for continued professional development: participate in job-related training and utilize self-study resources. |
|-----------------------------------------------------------------------------------------------------------------------------|------|
|                                                                                                                               | X    |
Table 2: Program Objectives Assessment Tools and Administration
Data will be collected once per year for each outcome. Direct assessment data collection sheets
will be sent to appropriate faculty each semester. Faculty will provide assignment detail, rubrics,
grading, and work samples to assessment committee staff for collation and initial report
compilation.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
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<tr>
<td>PRT A110 Final Exam</td>
<td>End-of-semester review</td>
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<tr>
<td>PRT A231/L – Process Simulator Operation</td>
<td>Students work in groups to start up, operate, and shut down Process Simulator</td>
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<tr>
<td>PRT A231/L – Phases of a Process plant - Quiz # 1</td>
<td>Lecture and Textbook Review</td>
</tr>
<tr>
<td>PRT A230/L – Class Safety Minute</td>
<td>Students prepare and present a Safety Minute at the start of class</td>
</tr>
<tr>
<td>PR A250 SPM-1500 Startup/Operation/Shutdown</td>
<td>Student work in groups to start up, operate, and shut down Simtronics SPM-1500 Simulator</td>
</tr>
<tr>
<td>PRT A250  SPM-600 SP Change</td>
<td>Students respond to Set Point changes programmed into simulator by instructor</td>
</tr>
<tr>
<td>PRT A231/L – HW 7 Haz-Com – Preparing and writing a Job Safety Analysis</td>
<td>Analyze and write out a JSA for an assigned process plant job task</td>
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<tr>
<td>PRT A231/L – Process Simulator – Lockout/Tagout Quiz # 2</td>
<td>Hands on Knowledge/Skills Exam</td>
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<td>PRT A255 – Evaluation Tools – Quiz # 2</td>
<td>Demonstrate analytical problem solving tools by exam</td>
</tr>
<tr>
<td>PRT A231/L – Progress Test # 2</td>
<td>Express learned concepts through exam</td>
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ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

Kenai Peninsula College has an Assessment Committee who will work with the staff and faculty to collect the data indicated Tables 1 and 2. This Committee also provides support for course-level assessment and other assessment activities as needed. The Assessment Committee will work with staff and faculty to assemble the data and forward it to the director of KPC for final report preparation. The final report will be reviewed by the program each year.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The results of the data collection, an interpretation of the results, and the recommended programmatic changes are to be recorded in an Annual Assessment Report each year.

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. The changes are to be approved by the faculty of the program. The modified assessment plan is to be forwarded to the KPC’s Academic Review Committee, KPC Director and the UAA Academic Assessment Committee via UAA Office of Academic Affairs.

APPENDIX A: COURSE GROUPINGS ASSOCIATED WITH EACH OUTCOME

Outcome #1: Maintain a safe work area: enforce safety regulations, follow safe operating procedures, maintain effective communications with personnel and identify workplace hazards.

PRT A101 Introduction to Process Technology
PRT A110 Introduction to Health, Safety, and Environment
PRT A130: Process Technology I: Equipment
PRT A230/L Process Technology II: Systems
PRT A231/L Process Technology III: Operations

Outcome #2: Monitor area operations: monitor equipment for efficiency and integrity, identify process problems and perform trend analysis.

PRT A140 Instrument I
PRT A144 Instruments II
PRT A130: Process Technology I: Equipment
PRT A230/L Process Technology II: Systems
PRT A231/L Process Technology III: Operations
PRT A250 Troubleshooting
Outcome #3: Maintain process parameters: perform process adjustments, start-up process equipment, shut down process equipment.

PRT A140 Instrument I
PRT A144 Instruments II
PRT A130: Process Technology I: Equipment
PRT A230/L Process Technology II: Systems
PRT A231/L Process Technology III: Operations
PRT A250 Troubleshooting

Outcome #4: Maintain emergency response preparedness: respond to emergencies, effectively participate in emergency response drills and conduct periodic review of emergency response procedures.

PRT A110 Introduction to Health, Safety, and Environment
PRT A140 Instrument I
PRT A144 Instruments II
PRT A130: Process Technology I: Equipment
PRT A230/L Process Technology II: Systems
PRT A231/L Process Technology III: Operations
PRT A250 Troubleshooting

Outcome #5: Maintain regulatory compliance: report recordable incidents, record discharge reports, record regulatory data, maintain current licensing, participate in internal/external audits and comply with HAZCOM requirements.

PRT A110 Introduction to Health, Safety, and Environment
PRT A144 Instruments II
PRT A130: Process Technology I: Equipment
PRT A230/L Process Technology II: Systems
PRT A231/L Process Technology III: Operations
PRT A250 Troubleshooting

Outcome #6: Coordinate maintenance activities: generate work requests, develop safe-out procedures, schedule maintenance activities, prepare equipment for maintenance activity and issue work permits.

PRT A110 Introduction to Health, Safety, and Environment
PRT A140 Instrument I
PRT A144 Instruments II
PRT A130: Process Technology I: Equipment
PRT A230/L Process Technology II: Systems
PRT A231/L Process Technology III: Operations
PRT A250 Troubleshooting
Outcome #7: Perform administrative activities: produce required reports, record logbook entries and perform personnel evaluations.

PRT A144 Instruments II
PRT A231/L Process Technology III: Operations
PRT A250 Troubleshooting
PRT A255 Quality Concepts

Outcome #8: Assess and recognize the need for continued professional development: participate in job-related training and utilize self-study resources.

PRT A144 Instruments II
PRT A231/L Process Technology III: Operations
PRT A255 Quality Concepts
Welding & Nondestructive Testing Technology

Academic Assessment Plan

Adopted by

The Welding & Nondestructive Testing Technology Faculty: April 2017

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 5/4/18
Reviewed by the Faculty Senate as an information item: 5/4/18

Reviewed by the Academic Assessment Committee 4/21/17
Reviewed as an information item by the Faculty Senate 5/5/17
# TABLE OF CONTENTS

- **Mission Statement**.................................................................................................................. 03
- **Program Introduction**.............................................................................................................. 03
- **Assessment Process Introduction**........................................................................................... 03
- **Program Student Learning Outcomes**...................................................................................... 04
  - Occupational Endorsement Certificate Welding ........................................................................ 04
  - Occupational Endorsement Certificate Nondestructive Testing Technology ......................... 04
  - Occupational Endorsement Certificate Advanced Welding .................................................... 04
  - Associates of Applied Science Welding and Nondestructive Testing Technology .................. 05
- **Measures** .................................................................................................................................... 05
  - Welding OEC ............................................................................................................................... 05
  - Nondestructive Testing OEC ....................................................................................................... 05
  - Advanced Welding OEC ............................................................................................................... 06
  - Associate of Applied Science Degree ......................................................................................... 06
- **Appendix** .................................................................................................................................... 07
  - *Appendix A*: General Outcomes & Measures ........................................................................ 07
  - *Appendix B*: ASNT National Certification Written Exams ....................................................... 08
  - *Appendix C*: ASNT National Certification Specific Exams ...................................................... 09
  - *Appendix D*: ASNT National Certification Practical Exams ..................................................... 10
  - *Appendix E*: AWS National Qualification Practical Exams ....................................................... 11
  - *Appendix F*: API National Qualification Practical Exams .......................................................... 12
  - *Appendix G*: Summative Measures ......................................................................................... 13
  - *Appendix H*: Individual Program Measures ........................................................................... 15
  - *Appendix I*: Course Summaries ............................................................................................... 18
MISSION STATEMENT

The mission of the Welding and Nondestructive Testing Technology program is to provide relevant technical training and industry recognized credentials for individuals aspiring toward careers in the welding and nondestructive testing workforce.

PROGRAM INTRODUCTION

The program offers three Occupational Endorsement Certificates (OEC’s): Welding, Nondestructive Testing, and Advanced Welding. The UAA program also offers an Associate of Applied Science (AAS) degree in Welding and Nondestructive Testing Technology. Curriculum for the three OEC’s are embedded within the AAS degree.

In order to receive the AAS degree, students must complete the General Course Requirements for Associate of Applied Science degrees. Program instruction includes both consumable and non-consumable electrode welding and cutting processes. Learning objectives center on print reading and metallurgy, welding inspection, destructive and nondestructive testing methods, written and oral communications, and mathematics. These courses provide the student with industry-standard skills developed through classroom training and practical application, with emphasis placed on developing the skills necessary to obtain industry-level qualifications and or certifications in welding and nondestructive testing. Industry recognized welding qualifications are offered in the majority of the course offerings. The program also offers industry recognized Nondestructive Testing certifications in Liquid Penetrant (PT) and Magnetic Particle Testing (MT), Ultrasonic Testing (UT), and Radiographic Testing (RT).

Industrial welding technician students develop manual skills in the four primary welding and three thermal cutting processes. Students also gain a wide range of technical knowledge in welding application, procedure/welder qualification, reading plans and specifications, and applied metallurgy. American Welding Society (AWS) and American Petroleum Institute (API) welder qualification tests are administered as prescribed in AWS D1.1/D1.1M, API 1104, or American Society for Mechanical Engineers (ASME) BPVC, Section IX welding codes.

Qualifications and certifications offered in these courses and throughout this program support specific welding and nondestructive testing practices that are recognized by the oil and gas, maritime, manufacturing, construction and mining industries. All AWS and API qualification tests that meet standardized code requirements are conducted by UAA faculty, who also are AWS Certified Welding Inspectors (CWI) and or API Tank Inspectors.

Nondestructive Testing Technology students examine metallic components or weldments to locate and evaluate discontinuities by learning to apply PT, MT, ET, RT and UT test methods. Student qualification in each NDT method is based on general, specific and practical examinations administered as prescribed in the American Society for Nondestructive Testing (ASNT) Recommended Practice No. SNT-TC-1A.

ASSESSMENT PROCESS INTRODUCTION

This document defines the expected student learning outcomes for the Welding Occupational Endorsement Certificate, Advanced Welding Occupational Endorsement Certificate, Nondestructive Testing Occupational Endorsement Certificate, and Associate of Applied Science in Welding and
Nondestructive Testing Technology degree. It outlines a plan for assessing the achievement of the stated outcomes.

The program currently is aligning itself toward national accreditation from the AWS, ASNT, and the API. The outcomes and nature of the assessment strategies are based on industry qualifications presented in specific courses. The assessment plan reflects these strategies and is based on the findings from various meetings with the program’s advisory board, faculty and staff as well as external partners. Discussions with these stake-holders focus on broader welding and nondestructive testing practices that are important for student employment purposes and the program’s desire to become a pipeline for the state’s entry-level workforce needs.

Program objectives are designed to produce graduates who can apply programmatic knowledge and continuously develop new skills for long-term career development, including in the design and manufacturing, specification and testing, installation, operation, maintenance, and documentation of welded structures and products. Selected outcomes are designed to support and compliment the GER outcomes for the university.

**PROGRAM STUDENT LEARNING OUTCOMES**

Upon completion of the Welding OEC, students will:

- Demonstrate hazard assessment and best safety practices.
- Demonstrate entry-level technical skills in welding.
- Demonstrate introductory knowledge of the interrelationship between metallurgy and welding.
- Demonstrate effective oral and written communication.
- Demonstrate application of mathematical formulas as applied in the welding field.

Upon completion of the Nondestructive Testing OEC, students will:

- Demonstrate hazard assessment and best safety practices.
- Demonstrate entry-level technical skills in welding and nondestructive examination.
- Demonstrate technical knowledge of the interrelationship between metallurgy and inspection processes.
- Demonstrate advanced forms of effective oral and written communication.
- Demonstrate application of advanced mathematical computations as applied in the inspection and nondestructive examination fields.

Upon completion of the Advanced Welding OEC, students will:

- Demonstrate hazard assessment and best safety practices.
- Demonstrate enhanced levels of technical skills in welding.
- Demonstrate intermediate knowledge of the interrelationship between metallurgy, welding and inspection processes.
- Demonstrate advanced forms of effective technical, oral, and written communication.
- Demonstrate application of advanced mathematical formulas and computations as applied in the welding and inspection fields.

Upon completion of the Associate of Applied Science in Welding and Nondestructive Testing Technology degree, students will:

**Welding & Nondestructive Testing Technology** Educational Effectiveness Assessment Plan  Page 4 of 20
• Demonstrate hazard assessment and best safety practices.
• Demonstrate advanced technical skills that meet published industry standards in the welding and nondestructive examination fields.
• Demonstrate advanced technical knowledge of the interrelationship between metallurgy, welding and inspection processes.
• Demonstrate advanced forms of effective technical, oral, and written communication.
• Demonstrate application of advanced mathematical formulas and computations as applied in the welding, inspection and nondestructive examination fields.

MEASURES

Welding OEC

Industry approved qualification tests are integrated in each of the corresponding courses in this program. Students are required to pass a minimum of one complete welder qualification test in order to complete this OE. Qualification tests are conducted by UAA faculty who are AWS Certified Welding Inspectors.

In addition to those items listed above, other measures utilized in this program include the following: Safety assessments, lab projects, hands-on exams, classroom-based assignments and written exams, projects, and final reports (See Table 1, Appendix H).

Nondestructive Testing OEC

Three national certifications and letters approved by the ASNT have been integrated into the nondestructive testing inspection OE program. In order to complete this program, students are required to demonstrate proficiency in a minimum of two ASNT recognized nondestructive examination methods. Proficiency is achieved only by passing exams in each of the following categories for a given method: General (written), Specific (written), Practical (hands-on). Testing is conducted for student certification in each method by qualified UAA faculty, who are certified in the area of nondestructive testing being taught.

ASNT recognizes UAA as an approved training center for nondestructive testing technicians in accordance with ANSI/ASNT CP-105, “ASNT Standard Topical Outlines for Qualification of Nondestructive Testing Personnel.” Qualified faculty issue examinations in WELD A261, WELD A262, WELD A263, and WELD A264 based on the standards set forth by the ASNT in accordance with ANSI/ASNT CP-106, “Nondestructive Testing - Qualification and Certification of Personnel.” The UAA letters of completion offered for eligible students are recognized nationally and required for individuals to advance beyond the “Trainee” level in this field.

In addition to those items listed above, other measures utilized in this program include the following: Safety assessments, lab projects, hands-on exams, classroom-based assignments and written exams, projects, and final reports (See Table 2, Appendix H).

Advanced Welding OEC

Industry approved qualification tests are integrated in each of the corresponding courses in this program. Students are required to pass a minimum of two complete welder qualification tests in order
to complete this OE. Qualification tests are conducted by UAA faculty who are AWS CWIs and or API Tank Inspectors.

In addition to those items listed above, other measures utilized in this program include the following: Safety assessments, lab projects, hands-on exams, classroom-based assignments and written exams, projects, and final reports (See Table 3, Appendix H).

**Associate of Applied Science Degree in Welding and Nondestructive Testing Technology**

For eligible welding students, industry qualifications offered are recognized by the AWS, API, or the ASME, and have been integrated into most of the program courses. Industrial welding technician students must pass a minimum of three (3) separate all-position, industry-level welder qualification tests approved by the AWS and API in order to complete the AAS degree. Welding practical performance qualification tests are conducted by UAA faculty members that are certified as either an AWS CWI or API Tank Inspector (See Table 4, Appendix H).

Nondestructive Testing technician students must pass a minimum of two (2) separate industry-level NDT method certification tests approved by the ASNT in order to complete the AAS degree. UAA’s certified welding and nondestructive testing faculty issue examinations based on published standards set forth by ASNT. Nondestructive testing certifications are recognized by ASNT. ASNT recognizes UAA as an approved training center for nondestructive testing technicians. The UAA letters of completion offered for eligible students within the nondestructive testing courses are recognized nationally and required for individuals to advance beyond the “Trainee” level in this field.

In addition to all items listed above for the AAS degree, other measures utilized in this program include the following: Safety assessments, lab projects, hands-on exams, classroom-based assignments and written exams, projects, and final reports (See Table 4, Appendix H).
### APPENDIX A: GENERAL OUTCOMES & MEASURES

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry-Level technical skills in welding and nondestructive examination.</td>
<td>X</td>
</tr>
<tr>
<td>Technical knowledge of the interrelationship between metallurgy, welding, and inspection processes.</td>
<td>X</td>
</tr>
<tr>
<td>Hazard assessment and best safety practices to avoid exposing themselves or others to risk of injury and avoiding damage to equipment.</td>
<td>X</td>
</tr>
<tr>
<td>Effective oral and written communication with other employees, customers, and management.</td>
<td>X</td>
</tr>
<tr>
<td>Application of mathematical formulas as applied in the welding, inspection, and nondestructive testing field.</td>
<td>X</td>
</tr>
</tbody>
</table>

X = Measure is used to assess the associated Student Learning Outcome
O = Measure is not used to assess the associated Student Learning Outcome
APPENDIX B:
ASNT NATIONAL CERTIFICATION WRITTEN EXAMS

Measuring Description:
This is a national certification written exam distributed by the ASNT. The program has utilized these exams since 1996 and find them to be reliable and valid. The need for competent personnel to perform NDT tasks is paramount in all industries. In order to determine competency, systems have been devised to ensure that NDT personnel have the proper training, have passed written and practical examinations, and have enough experience to properly perform NDT tasks using the applicable test method or technique. Personnel that have met all three of these requirements are said to be “qualified,” and once qualified they can be certified, which is defined in several different ways under the various NDT systems.

Written exams are administered in each of the following NDT testing, or examination, concentrations: PT, MT, UT, RT and RT Safety. Each exam is 120 questions, all in multiple-choice format. The exam tool is sent to the instructor and must be strictly proctored. Exams are graded by ASNT approved and certified program faculty.

Attachments of the exam tools have not been provided because they are the property of the ASNT.

How to interpret the data collected:
For both program objectives and student learning outcomes, the data provides very accurate results. Tests are administered and scored internally. Result data is known within 1-2 days after the exams are administered. Analysis is based on reflection by program faculty and is used as a tool in guiding future instructional methodologies as needed.

The exam results also provide data that allows UAA student scores to be compared to national scores.
APPENDIX C:
ASNT NATIONAL CERTIFICATION SPECIFIC EXAMS

Measuring Description:
This is a national certification exam distributed by the ASNT. The program has utilized these exams since 1996 and find them to be reliable and valid. The need for competent personnel to perform NDT tasks is paramount in all industries. In order to determine competency, systems have been devised to ensure that NDT personnel have the proper training, have passed written and practical examinations, and have enough experience to properly perform NDT tasks using the applicable test method or technique. Personnel that have met all three of these requirements are said to be “qualified,” and once qualified they can be certified, which is defined in several different ways under the various NDT systems.

Specific exams are administered in each of the following NDT testing, or examination, concentrations: PT, MT, UT, RT and RT Safety. Each exam is 120 questions and are topically concentrated in each NDT area, specifically, listed above. The exam tool is sent to the instructor and must be strictly proctored. Exams are graded by ASNT approved and certified program faculty.

Attachments of the exam tools have not been provided because they are the property of the ASNT.

How to interpret the data collected:
For both program objectives and student learning outcomes, the data provides very accurate results. Tests are administered and scored internally. Result data is known within 1-2 days after the exams are administered. Analysis is based on reflection by program faculty and is used as a tool in guiding future instructional methodologies as needed.

The exam results also provide data that allows UAA student scores to be compared to national scores.
APPENDIX D:
ASNT NATIONAL CERTIFICATION PRACTICAL EXAMS

Measuring Description:
This is a national certification practical exam distributed by the ASNT. The program has utilized these practical exams since 1996 and find them to be reliable and valid. The need for competent personnel to perform NDT tasks is paramount in all industries. In order to determine competency, systems have been devised to ensure that NDT personnel have the proper training, have passed written and practical examinations, and have enough experience to properly perform NDT tasks using the applicable test method or technique. Personnel that have met all three of these requirements are said to be “qualified,” and once qualified they can be certified, which is defined in several different ways under the various NDT systems.

Practical exams are administered in each of the following NDT testing, or examination, concentrations: PT, MT, UT, RT and RT Safety. Each exam is hands-on and laboratory-based. Students completing these exams also must complete a well-written, technical report of the results of the practical examination experience. While program faculty have flexibility to vary specific components of the test method or technique being assessed, ASNT must approve these exams.

Practical exams are administered in strict accordance with ANSI/ASNT CP-106 (or most current) code. The exam tool must be strictly proctored and graded by ASNT certified program faculty.

How to interpret the data collected:
For both program objectives and student learning outcomes, the data provides very accurate results. Tests are administered and scored internally. Result data is known within 1-2 days after the exams are administered. Analysis is based on reflection by program faculty and is used as a tool in guiding future instructional methodologies as needed.

The exam results also provide data that allows UAA student practical exam passage rates to be compared to those on a national level for similar programs.
APPENDIX E:
AWS CODE QUALIFICATION PRACTICAL EXAMS

Measuring Description:
This is a national qualification practical exam approved by the AWS. The program has utilized these practical exams since 1996 and find them to be reliable and valid. AWS regularly monitors the performance of all exams to ensure the validity of exam results. The mission of AWS is to advance the science, technology, and application of welding and allied joining and cutting processes worldwide.

AWS qualifications are industry-recognized credentials that validate our program students’ knowledge and enhance their credibility across multiple industries. The need for well-trained personnel to perform AWS tasks in the field is of paramount importance. Students passing our AWS qualification practical exams demonstrate to colleagues, employers, business partners, and customers that they possess the skills necessary to use AWS in a variety of high skill, high demand areas.

Practical exams are administered for each of the following AWS approved common welding types, or methods: Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding-Self Shielded (FCAW-S), Flux Cored Arc Welding-Gas Shielded (FCAW-G), Gas Tungsten Arc Welding (GTAW). Each exam is hands-on and laboratory-based. Practical exams are administered in strict accordance with AWS D1.1/D1.1 and AWS D1.2 (or most current) codes. The exam tool must be strictly proctored and graded by program faculty that are AWS CWIs.

How to interpret the data collected:
For both program objectives and student learning outcomes, the data provides very accurate results. Tests are administered and scored internally. Result data is known within 1-2 days after the exams are administered. Analysis is based on reflection by program faculty and is used as a tool in guiding future instructional methodologies as needed.

The exam results also provide data that allows UAA student practical exam passage rates to be compared to those on a national level for similar programs.
APPENDIX F:
API CODE QUALIFICATION PRACTICAL EXAMS

**Measuring Description:**
This is a national qualification practical exam approved by the API. The program has utilized these practical exams since 1996 and find them to be reliable and valid. API regularly monitors the performance of all exams to ensure the validity of exam results. The API serves as the country's foremost trade association for the oil and natural gas industries. API also maintains certification programs for producers, drillers, refiners and other petroleum workers. Within these programs, API welding certification tests the skills of pipeline welders and ensures that they follow safety standards. API welding qualification and certification focuses on assessing pipeline welders or welders who work on large-scale petroleum transferring pipe systems such as the Alaska Pipeline. This also pertains to welders that work on petroleum vessels, including oil storage tanks and carbon dioxide spheres used in the oil and gas industries.

API welding qualification revolves around the API 1104 code. API 1104 details welding procedures for welds with filler-metal, explains design and prep techniques for joint and production welding and provides instructions for automatic welding procedures without the use of filler metals. API qualifications are industry-recognized credentials that validate our program students’ knowledge and enhance their credibility across multiple industries. The need for well-trained personnel to perform API tasks in the field is of paramount importance. Students passing our API qualification practical exams demonstrate to colleagues, employers, business partners, and customers that they possess the skills necessary to use API in a variety of high skill, high demand areas.

Practical exams are administered for the following API approved common welding type, or method: SMAW. Each exam is hands-on and laboratory-based. Practical exams are administered in strict accordance with API 1104 (or most current) code. The exam tool must be strictly proctored and graded by program faculty that are AWS CWIs or API Tank Inspectors.

**How to interpret the data collected:**
For both program objectives and student learning outcomes, the data provides very accurate results. Tests are administered and scored internally. Result data is known within 1-2 days after the exams are administered. Analysis is based on reflection by program faculty and is used as a tool in guiding future instructional methodologies as needed.

The exam results also provide data that allows UAA student practical exam passage rates to be compared to those on a national level for similar programs.
APPENDIX G:
SUMMATIVE MEASURES

Measuring Description:
Summative assessments are used by the program to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students. Program faculty strongly support a variety of assessment types that support student scholarship throughout the learning process.

Summative assessments are utilized to identify both concepts and technical skills that students are struggling with, and student learning outcomes not yet achieved. Program faculty use this knowledge to make needed adjustments in lessons, instructional techniques, as well as to provide academic support that target these areas. These assessments also provide important feedback to students on an individual basis related to areas needing improvement in performance.

As a subset of inquiry learning, program faculty integrate a variety of project-based learning assessment tools through laboratory experiments and final projects, written technical reports, and presentations. Each of these allow students to become more engaged in learning when they are given the opportunity to dig into challenging, complex, and even ‘messy’ problems that more closely resemble real-life in their chosen field. While these measures can vary widely in scope and subject matter, they also place the student into an active learning role, including as the problem-solver, decision-maker, investigator, or documentarian.

Summative assessments, including project-based learning opportunities, encourage active inquiry and higher-level thinking. These stem from challenging questions that cannot be answered by rote learning alone. Students are provided opportunities to acquire enhanced understanding of the ‘how, what, when and why’ of classroom-based technical knowledge through meaningful problem-solving activities and investigations that culminate in authentic projects, and products. Key objectives of this form of measurement include different levels of student inquiry and, ultimately, the construction of new knowledge by the students. Students typically choose what course-related topic to study through projects, reports, and presentations. Because they design these projects, students pursue topics of interest that also engage their curiosity. In this way, students may investigate topics not originally identified by the faculty member as a learning goal.

Benefits of this measurement tool include the following: Increased attendance; access to a broader range of learning opportunities; opportunities to develop complex skills, such as higher-order thinking and problem-solving skills, collaborating, and communication; academic gains.

Factors that affect the collected data:
Program students are not required to complete a technical writing course, nor are they required to complete a communications course geared toward public speaking or presentations. Finally, program students are not required to complete a mathematics course above MATH 105. There are concerns that compiled data may be skewed using this measurement because some students may not be good at technical writing, work well in groups, exhibit project presentation anxiety, or possess the necessary math skills required for a number of courses in the program.

Program faculty currently do not collaborate with colleagues outside of the Transportation & Power Division to develop interdisciplinary project or report ideas. On a program level, integration of technology where appropriate also has not been a consistent feature of this measurement tool.
How to interpret the data:
The overall objective is to determine if student learning outcomes are being met for each of our courses. To determine this, data is reviewed by individual course faculty to determine the progress of each student, and the overall progress of each class as a whole. This information then is analyzed by program faculty to assess possible revisions in teaching methodologies and, if needed, curriculum revision. For both program objectives and student learning outcomes, the data provides very accurate results.
## APPENDIX H:
### INDIVIDUAL PROGRAM MEASURES

### Table 1: Welding Occupational Endorsement
(*Industry Qualification Approved for Eligible Students*)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Measures</th>
<th>Industry Standard/Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD A112: Shielded Metal Arc Welding</td>
<td>*SMAW 3F, 4F</td>
<td>AWS D1.1/D1.1 (Most Current)</td>
</tr>
<tr>
<td>WELD A157: Technical Drawings for Welders</td>
<td>Summative assessments, including project-based learning, written technical reports, laboratory experiments, and presentations</td>
<td>N/A</td>
</tr>
<tr>
<td>WELD A161: Gas Metal Arc Welding</td>
<td>*2G, 3G, 4G GMAW</td>
<td>ASME BPVC, Section IX (Most Current)</td>
</tr>
<tr>
<td>WELD A174: Gas Tungsten Arc Welding</td>
<td><em>GTAW-3 1G Aluminum</em>, <em>GTAW-2 1G Stainless</em>, <em>GTAW-1 1G Carbon Steel</em></td>
<td>ASME D1.2, ASME BPVC, Section IX (Most Current)</td>
</tr>
</tbody>
</table>

### Table 2: Nondestructive Testing Occupational Endorsement
(*Industry Qualification & Certification Approved for Eligible Students*)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Measures</th>
<th>Industry Standard/Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD A112: Shielded Metal Arc Welding</td>
<td>*SMAW 3F, 4F</td>
<td>AWS D1.1/D1.1 (Most Current)</td>
</tr>
<tr>
<td>WELD A261: Ultrasonic Testing</td>
<td><em>Letter Equivalent to the ASNT Recommended Practice Exam</em></td>
<td>ANSI/ASNT CP-106 ASNT-SNT-TC-1A (Most Current)</td>
</tr>
<tr>
<td>WELD A262: General Nondestructive Testing</td>
<td><em>Letter Equivalent to the ASNT Recommended Practice Exam</em></td>
<td>ANSI/ASNT CP-106 ASNT-SNT-TC-1A (Most Current)</td>
</tr>
</tbody>
</table>

### Table 3: Advanced Welding Occupational Endorsement Industry Qualification List
(*Industry Qualification Approved for Eligible Students*)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Measures</th>
<th>Industry Standard/Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weld A112: Shielded Metal Arc Welding</td>
<td>*SMAW 3F, 4F</td>
<td>AWS D1.1/D1.1 (Most Current)</td>
</tr>
<tr>
<td>Weld A114: Welding of High Strength Steels</td>
<td><em>SMAW 3G, 4G 1&quot;</em>, <em>SMAW 3G, 4G .375&quot;</em></td>
<td>AWS D1.1/D1.1 (Most Current)</td>
</tr>
<tr>
<td>Course Description</td>
<td>Measures</td>
<td>Industry Standard/Code(s)</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>WELD A112: Shielded Metal Arc Welding</td>
<td>*SMAW 3F, 4F *SMAW 3G, 4G 1&quot; *SMAW 3G, 4G .375&quot;</td>
<td>AWS D1.1/D1.1 (Most Current)</td>
</tr>
<tr>
<td>WELD A117: Basic Pipefitting</td>
<td>Summative assessments, including project-based learning, written technical reports, laboratory experiments, and presentations</td>
<td>N/A</td>
</tr>
<tr>
<td>WELD A121: Pipe Vertical-Down SMAW</td>
<td>*6G *6G Combo</td>
<td>API 1104 (Most Current)</td>
</tr>
<tr>
<td>WELD A122: Pipe Welding Vertical-Up SMAW</td>
<td>*API 6.3 Unlimited</td>
<td>API 1104 (Most Current)</td>
</tr>
</tbody>
</table>

Table 4: Associate of Applied Science in Welding and Nondestructive Testing Technology

(*Industry Qualification & Certification Approved for Eligible Students*)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Measures</th>
<th>Industry Standard/Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD A161: Gas Metal Arc Welding</td>
<td>*2G, 3G, 4G GMAW</td>
<td>ASME BPVC, Section IX (Most Current)</td>
</tr>
<tr>
<td>WELD A174: Gas Tungsten Arc Welding</td>
<td>*GTAW-3 1G Aluminum *GTAW-2 1G Stainless *GTAW-1 1G Carbon Steel</td>
<td>AWS D1.2 ASME BPVC, Section IX (Most Current)</td>
</tr>
<tr>
<td>WELD A261: Ultrasonic Testing</td>
<td>*Letter Equivalent to the ASNT Recommended Practice Exam</td>
<td>ANSI/ASNT CP-106 ASNT-SNT-TC-1A (Most Current)</td>
</tr>
<tr>
<td>WELD A262: General Nondestructive Testing</td>
<td>*Letter Equivalent to the ASNT Recommended Practice Exam</td>
<td>ANSI/ASNT CP-106 ASNT-SNT-TC-1A (Most Current)</td>
</tr>
<tr>
<td>WELD A263: Radiographic Testing Safety</td>
<td>*Letter Equivalent to the ASNT Recommended Practice Exam</td>
<td>ANSI/ASNT CP-106 ASNT-SNT-TC-1A (Most Current)</td>
</tr>
<tr>
<td>WELD A264: Radiographic Testing</td>
<td>*Letter Equivalent to the ASNT Recommended Practice Exam</td>
<td>ANSI/ASNT CP-106 ASNT-SNT-TC-1A (Most Current)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Assessment Method</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>WELD A281</td>
<td>Weld Inspection &amp; Code Review</td>
<td>Summative assessments, including project-based learning, written technical reports, laboratory experiments, and presentations</td>
</tr>
<tr>
<td>WELD A287</td>
<td>Metallurgy Applications</td>
<td>Summative assessments, including project-based learning, written technical reports, laboratory experiments, and presentations</td>
</tr>
</tbody>
</table>
APPENDIX I: COURSE SUMMARY

WELD A112 includes industry recognized qualifications in Shielded Metal Arc Welding (SMAW) at both the 3F and 4F certification levels for eligible students. These qualifications are in accordance with the standards set forth by AWS D1.1/D1.1 “Structural Welding Code – Steel.”

WELD A114 includes industry recognized qualifications in Shielded Metal Arc Welding (SMAW) at both the 3G and 4G Unlimited certification levels for eligible students. These qualifications are in accordance with the standards set forth by AWS D1.1/D1.1 “Structural Welding Code – Steel.”

WELD A117 includes a variety of measures utilized by course instructors to track concept/content mastery and student learning outcomes through formative (individual daily/weekly assignments and quizzes), interim (periodic small group exercises and classroom exams), and summative (unit and final exams, capstone projects) assessments.

Both WELD A121 and Weld A122 are focused on pipe welding. Industry qualifications are provided to eligible students who successfully pass examinations given by certified faculty members. Qualifications awarded meet the standards set forth by API 1104: “Standard for Welding Pipelines and Related Facilities” and ASME BPVC, Section IX.

WELD A157 includes a variety of measures utilized by course instructors to track concept/content mastery and student learning outcomes through formative (individual daily/weekly assignments and quizzes), interim (periodic small group exercises and classroom exams), and summative (unit and final exams, capstone projects) assessments.

WELD A161 includes industry recognized qualifications in Gas Metal Arc Welding (GMAW) for 2G, 3G, and 4G for eligible students. Testing procedures and student qualifications are based on American Society for Mechanical Engineers (ASME) Boiler and Pressure Vessel Code (BPVC), Section IX.

WELD A162 includes industry recognized qualifications for eligible students in Flux Cored Arc Welding that meets the standards of AWS D1.1/D1.1 “Structural Welding Code – Steel.”

WELD A174 includes industry recognized qualifications for eligible students in Gas Tungsten Arc Welding that meet the requirements of both AWS D1.1/D1.1 “Structural Welding Code – Steel” and American Society for Mechanical Engineers (ASME) Boiler and Pressure Vessel Code (BPVC), Section IX.


Welding & Nondestructive Testing Technology Educational Effectiveness Assessment Plan  Page 18 of 20

AAC Agenda 5/4/18  257 of 259
WELD A281 includes a variety of measures utilized by course instructors to track concept/content mastery and student learning outcomes through formative (individual daily/weekly assignments and quizzes), interim (periodic small group exercises and classroom exams), and summative (unit and final exams, capstone projects) assessments.

WELD A287 includes a variety of measures utilized by course instructors to track concept/content mastery and student learning outcomes through formative (individual daily/weekly assignments and quizzes), interim (periodic small group exercises and classroom exams), and summative (unit and final exams, capstone projects) assessments.
APPENDIX J:
INDUSTRY STANDARD & CODE SUMMARY

ANSI/ASNT CP-105: “RECOMMENDED PRACTICE NO. SNT-TC-1A” and “ASNT STANDARD TOPICAL OUTLINES FOR QUALIFICATION OF NONDESTRUCTIVE TESTING PERSONNEL”

Recommended Practice No. SNT-TC-1A: “Personnel Qualification and Certification in Nondestructive Testing” provides guidelines for employers to establish in-house certification programs for the qualification and certification of nondestructive testing personnel. Nondestructive testing personnel shall be certified to Level I, II or III in accordance with the recommendations of American Society for Nondestructive Testing, Recommended Practice No. SNT-TC-1A.

ANSI/ASNT CP-106: “NONDESTRUCTIVE TESTING – QUALIFICATION AND CERTIFICATION OF PERSONNEL”

This document was prepared by the ASNT, and approved by the ASNT Standards Development Committee, a consensus body organized in accordance with the requirements of the American National Standards Institute (ANSI) for Standards Developing Organizations. The purpose of developing this document is to provide the United States with an American National Standard for certification on nondestructive testing personnel.

AWS D1.1/D1.1: “STRUCTURAL WELDING CODE – STEEL”

This code covers the welding requirements for any type of welded structure made from the commonly used carbon and low-alloy constructional steels. Clauses 1 through 9 constitute a body of rules for the regulation of welding in steel construction. There are nine normative and eleven informative annexes in this code.

API 1104: “STANDARD FOR WELDING PIPELINES AND RELATED FACILITIES”

The purpose of this standard is to present methods for the production of high-quality welds through the use of qualified welders using approved welding procedures, materials, and equipment. Its purpose is also to present inspection methods to ensure the proper analysis of welding quality through the use of qualified technicians and approved methods and equipment. It applies to both new construction and in-service welding.

ASME BOILER AND PRESSURE VESSEL CODE (BPVC), SECTION IX

The International Boiler and Pressure Vessel Code establishes rules of safety governing the design, fabrication, and inspection of boilers and pressure vessels, and nuclear power plant components during construction. A pressure component designed and fabricated in accordance with this standard will have a long, useful service life, and one that ensures the protection of human life and property.

SECTION IX: “WELDING AND BRAZING QUALIFICATIONS” of the ASME BPVC contains rules relating specifically to the qualification of welding and brazing procedures as required by other BPVC Sections. It also covers rules relating to the qualification of welders, brazers, and welding and brazing operators who are required to perform welding or brazing in component manufacturing.