ACADEMIC PROGRAM REVIEW FORM

All academic programs and units at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the provost's approval. The UAA process integrates information about student learning outcomes assessment and the improvement of student learning, as well as progress on student success measures and the closing of equity gaps, aligning program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the UAA Academic Program Review website.

This form is composed of four parts: the Program Section, the Dean Section, the Program Optional Response Section, and the Provost Section. Guidance for submission is provided in each section.

Using the Form: The form is pre-loaded with information specific to each program and posted on the Academic Program Review website. The program should download and save their form to begin using it. The form is locked, so instructions are viewable and the only sections of the document that can be edited are the form fields.

The form uses narrative boxes, text only, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. To undo an answer, press “Control-Z” or “Command-Z.”

Responses are to be narrative text only, and must be ADA and FERPA compliant. Do not embed any tables or links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, “In AY21 four program graduates were accepted to graduate programs in the field.” Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what may be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

Data: Each program is provided a datasheet, along with this pre-loaded form. For questions about the data, please contact Institutional Research (uaa.oir@alaska.edu).

Assistance: For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

Program(s) in the review: UC/AAS Diesel Power Technology

Specialized Accrediting Agency (if applicable): ASE Education Foundation

Campuses where the program is delivered: ☑Anchorage ☐KOD ☐KPC ☐MSC ☐PWSC

Year of last review: AY2020

Final decision from last review: Continued Review

PROGRAM SECTION (Due on March 1)

The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will sign, date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's signature and date lines are at the end of the Program Section.

Program Review Committee:

Darrin Marshall, Assistant Professor, Automotive Technology (ANC), Chair

Kelly Smith, Assistant Professor, Automotive Technology (ANC)

Nathan Berry, Assistant Professor, Medium/Heavy Vehicle Technology (ANC)

1. Demonstrate that the program has responded to previous recommendations.

Recommendation 1: Continue to develop an OEC.

How do you know the recommendation has been successfully achieved? *(2000 characters or less)*

Responding to this recommendation, program faculty and leadership have developed a 16-credit Occupational Endorsement Certificate. The proposed OEC is comprised of 5 currently existing courses:

ADT A102	Introduction to Automotive Technology
ADT A121	Basic Electrical Systems
ADT A131	Electrical II
ADT A153	Heavy-Duty Engines
ADT A156	Heavy-Duty Maintenance & Inspection

The proposed program has been reviewed by the Diesel Power Technology industry advisory board, and there is broad agreement that the proposed OEC meets the student learning outcomes necessary to prepare students to be immediately productive in the diesel repair and maintenance industry. The OEC would also extend the scaffolding approach already in place with the existing UC and AAS programs in the Diesel Power Technology programs. It would also be effective working with the existing UAA and local industry apprenticeship programs.

While the program could be initiated in parallel with the existing offered sections, it was proposed as a standalone program, leveraging program resources by offering additional sections during the summer, while the Diesel Lab, tools, and components are largely not utilized.

There is concern with the idea of offering the program using current sections before increasing student numbers in existing sections because the strategy might weaken the current 1-year OEC and 2-year AAS. The preferred option of offering the program during the summer would require additional funding for faculty resources that are not currently available to the program.

Actions taken to date *(2000 characters or less)*

(See above. An OEC program outline has been developed and vetted with the industry advisory committee.) We are continuing to seek funding to operate the program in the summer.

Evidence of success to date *(2000 characters or less)*

See above.

Recommendation 2: Work closely with the Student Success Advisor, local secondary faculty, and staff from Admissions to recruit additional students into the program.

How do you know the recommendation has been successfully achieved? *(2000 characters or less)*

The program has developed an excellent working relationship with the Student Success Advisor (SSA) assigned to work with the Automotive and Diesel programs. The SSA has the full support of program faculty because of her strong commitment to student outreach and in student retention. We have been able to leverage her contacts throughout Alaska to enhance our outreach efforts to local secondary programs, and rural school districts.

Pre-COVID, we hosted SkillsUSA Automotive, Diesel, and Small Engine competitions, as an opportunity to serve the community, while recruiting students with an interest related to our program. We also coordinated the SkillsUSA closing ceremony, held on the main UAA campus. This event brings approximately 300 students, along with their parents, teachers, and counselors.

We regularly host rural student tours in partnership with Alaska Excel. Alaska Excel is a nonprofit that provides students from rural Alaska with knowledge and skill to engage in transitional programs and events aimed at improving success in educational programs and beyond. Program faculty have participated in Alaska Excel events in rural Alaska, and are more recently engaged with students through informational tours of the Automotive & Diesel Technology building and programs. Program faculty continue to give presentations to local high school automotive students, although COVID and turnover in secondary program faculty have made these activities more difficult. We have leveraged our resources, most noticeably the Chevrolet Corvette donated by General Motors Corporation, by trailering the vehicle to Wasilla High School as a backdrop for faculty presentations in their facility.

Actions taken to date *(2000 characters or less)*

Program faculty are regular participants in events organized by UAA student recruiting. In addition to those events, program faculty and staff leverage relationships to participate in recruiting activities specifically focused on opportunities related to our programs. The Student Success Advisor's contacts in rural Alaska have netted opportunities to deliver noncredit courses

for secondary students from western Alaska, both in Dillingham and on the UAA campus, at a net profit for UAA. In addition to the direct benefit to the students, these activities inform teachers, parents, and counselors about UAA programs. Other outreach activities include recruiting events at Palmer, Wasilla, and North Pole high schools. The ADT faculty and the UAA Corvette were invited out to Wasilla Auto Program for a MatSu Borough School District awareness campaign.

The Student Success Advisor regularly connects with Admissions to follow up with every student who applies for admission to help them navigate UAA processes.

Evidence of success to date *(2000 characters or less)*

The invitation to the Wasilla High School Automotive Program awareness event is evidence that our own awareness campaign is working. I know that we have brought the awareness of our program up through all of our recruiting efforts. We have a strong industry advisory committee that is helping to develop additional outreach events and materials. We can document some specific students that we know have signed up for the diesel program directly because of our participation in recruiting events.

The program's hosting of the SkillsUSA events and Alaska Excel events have brought hundreds of potential students to our campus.

The program's efforts to increase visibility and bring additional students to campus have led industry partners to offer financial support to help produce advertising materials to assist in this effort.

Recommendation 3: Continue to explore alternative modes of delivering the programs in order to further enhance productivity and efficiency.

How do you know the recommendation has been successfully achieved? *(2000 characters or less)*

Program faculty work to form partnerships, especially with diesel engine manufacturers to provide our students with open educational resources similar to those they will use in industry to provide them with continuing professional education throughout their careers. Through these partnerships, our students have access to modules on the learning management systems provided by Fiat-Chrysler, Caterpillar, Cummins, Subaru, and General Motors. Students have access to electronic service information from these manufacturers as well. In some cases, these resources are also a valuable asset to facilitate professional development for faculty.

Faculty have employed these assets in a hybrid design, providing students online access in synchronous and asynchronous modes as well as using vignettes directly from the various LMS sites as support for face-to-face course sessions.

In response to COVID, the faculty utilized additional software. This experience has reinforced the need to deliver a significant portion of the curriculum in person. Employers expect that graduates from our program will have had hands-on experience with specific tasks. At the same time, the industry is increasingly utilizing electronic service information and digital asynchronous learning management systems to facilitate professional development. Faculty will continue to

evaluate and employ these systems as appropriate to facilitate the learning process in the program.

Actions taken to date *(2000 characters or less)*

In addition to the implementation of resources referenced above, the program is soliciting CARES money for $11,400 of audio video equipment to enhance our teaching ability. The video equipment will help document specific automotive and diesel repair tasks related to ASE Education Foundation accreditation requirements. Additionally, it will facilitate increased ability to record vignettes during classroom and lab activities, which can then be posted to Blackboard or other LMS platforms utilized by the university.

Evidence of success to date *(2000 characters or less)*

One measure of our success in this area is the limited amount of COVID transmissions in our department. We have had several online lectures and web-based learning which will clearly keep students in social distancing parameters. We are also able to spend more time in the lab since the lecture component can be obtained, generally, at the student's convenience.

2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. *(2500 characters or less)*

The Automotive and Diesel Technology department contributes to the Community & Technical College's mission of building Alaska's workforce and fostering student success through quality education and technical training perfectly. Our faculty are fully certified industry members that follow accreditation mandates in curriculum design and delivery, as well as stringent requirements for continuing professional development to stay current within the domain. Our faculty have a desire to provide our students with a quality education that will catapult them to success in the industry, demonstrated by a success in a rigorous accreditation cycle for the past 15 years.

The need for the program's graduates is absolutely essential for the transportation industry, and foundational for every significant industry in Alaska. The shortage of technicians is a cause for concern statewide and across the nation. Federal, state, and municipal governments in Anchorage have emphasized the need for more technicians. These entities state that they are having to become very creative to be able to find even minimally-qualified individuals to fill vacant positions. They continue to voice a preference, and support students with an educational background such as that provided by the program at UAA.

Our students come from a variety of backgrounds and experiences, with students from all areas of the state and country. We have a focus on rural Alaskan communities for much of our student recruitment, and students as young as 18 years old up to 60 years of age are currently enrolled in the program. Some students have never touched a wrench before they come to class and some have been turning wrenches in the military for 15 years. With these differing backgrounds, students learn how to engage with one another and work as individuals and as a team. These career-building qualities make them more hirable and valuable to employers.

The Diesel Power Technology Program is investing in the future of Alaska by educating its future technicians. The program continues to grow and develop in order to keep up with the demand of changing technology and needs.

3. Demonstrate program quality and improvement through assessment and other indicators.

a. Program Student Learning Outcomes Assessment and Improvement Process and Actions

i. AAS Diesel Power Technology

- *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.*

Describe your key findings for these outcomes. (3000 characters or less)

Nationally Recognized Exams

The program uses nationally recognized exams, including the National Institute for Automotive Service Excellence (ASE) certifications, ASE Entry-Level certifications, manufacturer specific micro-certifications, and Clean Air Act section 609 certification to track student progress in this area.

While we emphasize and collect information regarding ASE and industry micro-credentials, these measures are not our best evidence because they rely on self-reporting. We do not have data regarding a pass/fail rate due to privacy concerns at ASE and some manufacturers, but we do receive and retain evidence of several successful student attempts for these certifications each semester.

From a data collection perspective, the ASE Entry-Level Certification is better. Students are assigned proctored online tests, and the program receives data for each student, and for each test.

Clean Air Act section 609:

Section 609 of the Clean Air Act requires passing a nationally recognized certification test for approval to perform certain maintenance and repair operations on mobile air-conditioning systems.

Proficiency in Performance of Occupationally-Related Tasks in a Professional Setting: Graduation from this program requires the student to successfully complete a practicum, where they must demonstrate proficiency in performance of occupationally-related tasks on a daily basis in a professional setting. Students are prepared to meet this standard on a continual basis through assigned lab projects designed to reinforce quality and professionalism. This measure is tracked by faculty observation in the classroom and lab settings and through practicum reports. Student lab assignments are graded in part by the written response to the assigned lab activity, and through oral reporting of the activity to the professor. The faculty member overseeing the practicum student completes a practicum report based on interviews with the on-site supervisor. It is rare that we receive a report that a student is not performing well by these standards, largely because they are embedded in every lab activity assigned.

Describe actions taken to improve student learning for these outcomes. (3000 characters or less)

Faculty use a variety of incentives for students to acquire certifications, including the following:

Students enrolled in core courses earn a 100% grade on the written final exam if they pass an ASE exam specifically related to the course.

Students enrolled in ADT A225, Mobile Heating, Ventilation, & Air-Conditioning Systems receive 100% on the written midterm evaluation for passing section 609 certification.

To rate proficiency in performance of occupationally-related tasks in a professional setting, faculty overseeing students in practicum courses interview onsite supervisors to obtain a ranking designed to inform the faculty regarding student proficiency in performing occupationally-related tasks.

Describe evidence that these actions are working. (3000 characters or less)

The most recent data indicate a 91% pass rate for the ASE Entry-Level Certifications. It should be noted that due to the timeframe that the tests can be taken, this measure is formative rather than summative for many students. It should also be noted that 2019-21 data is not available due to COVID restrictions precluding the faculty from proctoring the tests.

For the latest 3-year period, 100% of students completing ADT A225, Mobile Heating, Ventilation & Air Conditioning have successfully passed the Clean Air Act section 609 certification.

Fewer than 5% of practicum reports over the past 3 years indicate a less than satisfactory rating.

ii. UC Diesel Power Technology

- *Demonstrate technical knowledge and critical thinking necessary for success in the heavy-duty diesel 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.

Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3000 characters or less)

See above.

Describe actions taken to improve student learning for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3000 characters or less)

See above.

Describe evidence that these actions are working. Programs may enter "See above" if there is a significant overlap of outcomes. (3000 characters or less)

See above.

b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such C-RAC Standards. *(3000 characters or less)*

The program offers the only AAS degree in this discipline in Alaska, and is the only one in Alaska that is accredited by the ASE Education Foundation.

We have an annual job fair (pre-COVID) where employers come to campus seeking to hire our students and graduates.

We have other employers, including Kinross Mining and the Alaska Department of Transportation, who come to campus to recruit our students.

The program has current partnerships with Cummins Northwest, NC Machinery, Valley Well & Drilling, American Landscaping, Peterbilt, TrailerCraft, Pacific Power Group, People Mover, Airport Equipment Rentals, Pegasus Air, Alaska Air GSE, Papé Kenworth, Yukon Equipment, and many more. These partnerships with the industry have provided valuable equipment, support, and tooling that would not have been available had the industry not been supportive in seeing the program excel and produce. The current advisory board has helped to continue our ASE accreditation and been supportive in the development of tomorrow's technician.

4. Demonstrate student success and the closing of equity gaps.

a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any equity gaps. The Student Success program review

metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. ***(3000 characters or less)***

We are working with our advisory board to create an awareness campaign to increase enrollment as well as increase diversity. We are also working with rural groups such as Alaska Excel to help awareness of this program across the state.

This program provides an opportunity for students of all backgrounds and demographic descriptions to enter the diesel field with significant potential for financial growth. The industry has been and continues to be male-dominated. However, we have had a growing success in recruitment of female students.

b. Provide evidence of the overall success of students in the program, e.g., the percent of students who pass licensure examinations, the percent of students who go on to graduate school, the percent in post-graduation employment in the field or a related field. ***(3000 characters or less)***

Please see certification information in #3 above.

5. Demonstrate demand for the program.

a. Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, Number of Program Graduates Who Return to UAA to Pursue an Additional Program, and Gap between Job Openings and Degree Completions. (Note: Gap between Job Openings and Degree Completions not required for AY22 Program Reviews.) ***(3000 characters or less)***

I would directly associate the Ratio of Out-of-Discipline % to our Student Success Advisor. She started in 2019 and the percentage fell by almost half. There was a trend where students would not apply to the Diesel Power Technology program until the 3rd semester. Several students had a tendency to work through the program as non-degree-seeking. The Student Success Advisor has dedicated much of her time toward the success of the student and ensuring that students follow the proper path through the program. She would use all of her resources to reach out to students to ensure they were on the proper path. She is willing to go into classrooms and work unusual hours to make sure students were cared for.

6. Demonstrate program productivity and efficiency.

Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. ***(3000 characters or less)***

Over the past five years, the Diesel Power Technology Program has maintained an average of 12:1 student to instructor ratio. This number reflects the program's dedication to student learning and

interaction with students. The program's ratios are smaller than the national average of 15:1 and some technical education programs reach 44:1. Program faculty and staff are dedicated to each individual student's education and hold themselves personally responsible for the students' knowledge base and preparedness when exiting the program. The data provided do not prove enough of a change in baseline to determine how student-to-instructor ratios have changed, as over the past 5 years, the ratio has changed by 2.5 in favor of the student.

Data in this category also change depending on individual classes and student program option. The Diesel Power Technology program provides students with the option of 1-year certificates, and 2-year associate degree programs. Because of the massive differences in baselines of students, the FTES/FTEF changes drastically with each class and cohort that goes through the program.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. ***(2500 characters or less)***

7. **Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system?** ***(2000 characters or less)***

   This is the only program that offers an AAS in a diesel-related field in Alaska, and the only one accredited through the ASE Education Foundation.

8. **Assess the strengths of your program and propose one or two action steps to address areas that need improvement.** ***(3500 characters or less)***

   The Diesel Power Technology Program has a growing need for development and action. Although this is a constant need, the program has been able to succeed and overcome the difficulties of recent changes in teaching platforms and how the students interact with the available information. The Diesel Program provides students with a multitude of different platforms, manufacturer information systems, up-to-date technology and training that allows them to be hirable before graduation and provide them with the tools to perform. One of the greatest strengths of the program is the support of outside industry who has continued to support the program with donations, hiring graduates, participation in advisory board meetings and input as to the direction of the program. As this program is the only program to provide this level of training in Anchorage and the state, the UAA Auto/Diesel program continues to supply local, state, and federal businesses with qualified technicians who will be more adept at working in austere and changing conditions.

   The programs action steps are as follows:

   Increase program awareness through media and industry support.

   Work with current equipment and future funding to obtain current operating systems.

After completing the Program Section above, the program review committee chair should sign, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).

Committee chair's signature: 

Date: 2/4/2022

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and signing it, the dean should email this form to the committee, and to uaa.oaa@alaska.edu. If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section of this form.

Evaluation of Progress on Previous Recommendations

For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. *(2000 characters or less for each recommendation)*

Recommendation 1: Continue to develop an OEC. Recommendation has been met.

The OEC has been developed and will be run through the curriculum process. There will be summer resources available as the OEC comes online.

Recommendation 2: Work closely with the Student Success Advisor, local secondary faculty, and staff from Admissions to recruit additional students into the program. Recommendation has been met.

The diesel faculty and staff have been working closely with the SSA to increase awareness of the Diesel program. However, due to the limitations of COVID and the currently hiring shortages in every industry we have not been able to draw in Adjuncts or other secondary faculty. This is changing as we see a reduction in COVID, and we are coordinating more with the secondary schools.

Recommendation 3: Continue to explore alternative modes of delivering the programs in order to further enhance productivity and efficiency. Recommendation has been met.

We attempted a mostly distance program during the 2020/2021 year. This led to a massive drop in enrollments. We are returning to a more conventional program, but using Hybrid tools and techniques to enhance delivery and address absences.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

1. **Centrality of the program.** ***(1750 characters or less)***

   CTC's Diesel program is directly related to the college mission of workforce development. The students that complete the Diesel program have an exceptionally high employment rate and have shown skills that meet both workforce needs and national standards.

   The program also meets the University core competencies of Creative and Critical Thinking and Personal, Professional, and Community Responsibility. Diesel students spend a significate amount of time learning to troubleshoot issues in diesel systems, developing answers to complex problems, and developing a professional manner for the industry. The students walk away with knowledge of the responsibility that they have to the general public in the form of safety.

2. **Program Quality and Improvement** ***(1750 characters or less)***

   The Diesel program has been focused on student success for a while. Their students meet both local and national standards. Additionally, they are required to have continuous improvement due to the external accreditation with ASE. I believe they are showing continuous improvement of their programs.

3. **Student Success and the Closing of Equity Gaps** ***(1750 characters or less)***

   Equity gaps still exist throughout the UA system, and the Diesel program is still in need of attracting more non-represented groups. This will require more faculty involvement and most likely will require summer outreach in rural Alaska to address some of the shortfall. They will work with the Dean's office for further outreach opportunities and direction.

4. **Demand** ***(1750 characters or less)***

   There is significant industry demand. There are three main issues associated with enrollments. The first is found in most CTC programs, there is a lack of knowledge that the program exists. I have often been surprised by the fact that people do not know we have an Automotive and Diesel program. Some of the issue is outreach and advertising, some of it is based on the Division title. Transportation and Power is fairly meaningless to the public. CTC is transitioning to a more conventional structure.

   The second issue is something that is not directly under our control. Industry is hiring people with no schooling to fill positions that have been long vacant. While this requires a significant amount of time and money on the part of the employer, it is worth it currently for them. Our students are highly sought after, but if you can get the job without paying for even an OEC many people right now are choosing that route. To address this, CTC is transitioning to one semester OECs.

   Finally, if there is an increase in enrollments, there are limited facilities to house them. Based on our current physical structures and lab spaces, the diesel program can only house 14 students in a given class safely. This physical limitation will have to be addressed if the program grows.

5. **Productivity and Efficiency** ***(1750 characters or less)***

   The program in the past has had high program efficiency. The diesel program often times has a single dedicated faculty, and pre-COVID 90% full classes. Though as stated above these courses are capped lower with 16 students at full courses. Over the last two years we have seen a massive

decline in our enrollments. This has been associated, through discussions with the students, based on initial online transition and the mask mandate. With the return to a more conventional instructional model and the easing of the COVID restrictions, we should see a return to more efficient operations over the next year.

6. Duplication and Distinctiveness *(1750 characters or less)*

The Diesel program's external accreditation makes the UAA's program unique in the state. Our students can test for ASE certifications which is a highly sought certification. We also are the only program that offers an AAS, which allows for mechanics to move up into management at many companies that have connections to national corporations.

7. Strengths and Ideas for Moving Forward *(1750 characters or less)*

I agree with the program, we need to address the awareness of the program and develop more funding. However, I disagree with where we need the funding. Diesel needs more scholarship funding. Often students do not complete the program due to AR holds. Further support is needed to help students afford to complete the program. However, the program's strength is its connection to industry and the industry needs. We just need to connect the two and show the public the advantage of doing the program.

Dean's Final Evaluation

I commend the program for: *(number and list the specific commendations in the narrative box, 1500 character limit)*

- Strong connections to industry.
- Their work toward the OEC.
- The high skill level of students completing the program.
- High pass rate on national tests.

I recommend that the program: *(number and list the specific recommendations in the narrative box, 1500 character limit)*

- Increase summer offerings.
- Develop an outreach and marketing plan to include a schedule and better coordination with the Dean's office.
- Examine possible non-credit offerings that can be delivered at rural locations.

Dean's overall recommendation to the provost: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

If an Interim Progress Report is proposed, recommended year: N/A

If a Follow-up Program Review is proposed, recommended year: N/A

Proposed next regular Program Review: AY2027

After completing the Dean Section above, sign, date, and email this form to the committee, and to uaa.oaa@alaska.edu. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section below.

Dean's signature:  **Date:** 3/31/2022

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE (Due within one week of receiving dean's review)

Programs have the option to submit to the provost a response to the dean's evaluation within one week of receiving the dean's review, using the narrative box below.

Optional responses should be submitted to uaa.oaa@alaska.edu, with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.

Optional Response: (10,000 characters or less)

Program Signature: _____ **Date:** Select date.

END OF PROGRAM OPTIONAL RESPONSE SECTION

PROVOST SECTION (Due on August 1)

After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee and dean, with a copy to uaa.oaa@alaska.edu for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

Provost's commendations, additional or adjusted recommendations, if any, and other general comments *(3000 characters or less)*:

I agree with the dean's commendations and recognize the faculty's efforts to address the current recommendations. The program has developed a new OEC to put forward to the review and approval process; it has strong industry ties and support, as well as an industry advisory board; it uses up-to-date technology; and it offers students opportunities to use educational resources that are similar to what they will use in industry. The program is active in outreach activities, and the students perform well and meet local and national standards.

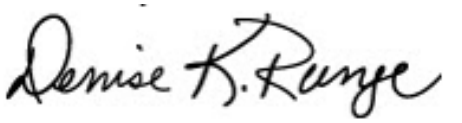
I also agree with the dean's recommendations. In particular, as the program develops its outreach and marketing plan with the college, it should include in the plan opportunities to offer credit courses unique to community needs.

Moving forward, I am asking programs to think about how they put students first by looking carefully at issues such as pre-requisites, especially "hidden" pre-requisites, excess credits, especially for additional upper-division or in-residence credits beyond the university requirements, and student progression through the curriculum. I am also asking faculty to think about what it means to embrace diversity and inclusivity on the course and program level and about how they demonstrate this in their particular program(s). For example, some ways to demonstrate this are through the use of proven, high-impact practices at the program level such as portfolios, community-based/service learning, and undergraduate research. Proven pedagogic strategies also include designing assignments using Transparency in Learning and Teaching (TILT), the inclusion of formative assessments in addition to summative ones, and implementing OER and ZTC materials, particularly where course materials can be more reflective of diverse perspectives.

As the program moves into the next review cycle, and as applicable, please consider how the program can continue to build on its efforts and use what it has learned through this Program Review process to further reflect on the program, its curricular design, how each course is delivered, and how its students are supported. Please also consider how the program embraces and demonstrates its commitment to diversity and inclusion, as outlined above.

I agree with the dean's recommendation for a decision of Continuation, with the next regular Program Review in AY28, to align it with the other auto programs.

Final decision: Agree with the dean's overall recommendation with the additional guidance and adjustments as per the above comments.

Provost's signature:  **Date:** 5/6/2022