

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 10/15/2021**Submitted by:** Henry W. Haney, Associate Professor, hwhaney@alaska.edu**Program(s) covered in this report:** Industrial Process Instrumentation AAS
(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

If you selected "Other" above, please identify. (100 characters or less)

College: Community and Technical College**Campuses where the program(s) is delivered:** ☐ Anchorage ☐ KOD ☒ KPC ☐ MSC ☐ PWSC**Specialized accrediting agency (if applicable):** N/A

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

- 1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**
 - **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

The students would answer that Personal, Professional, and Community responsibility is emphasized in the majority of the Core Courses in the Industrial Process Instrumentation Program.

Their actions as Instrumentation Technicians have consequences and they are responsible to ensure that process instruments function with a 100% accurate response to help facilitate a well-run, safe functioning process.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** ☒ Yes ☐ No

If yes, please briefly describe. (500 characters or less)

The ET A243 PLC class demonstrates inherently why quality work is a necessity. Accurate programming and sequential logic setup have no tolerance for careless error. The Instrumentation Technician is personally responsible to verify through Functional Check-out procedures, that instrumentation parameters are correct and aligned with specifications, and the process can be operated safely and without environmental consequences.

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?** ☐ Yes ☒ No

If yes, please briefly describe. (500 characters or less)

Not at this time.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

Outcome # 1: Assessed one class, 15 student assignment: 100% C or better. Exceeded faculty expectations.

Outcome # 5: Assessed two classes, 9 student assignments, 100% C or better. Exceeded faculty expectations.

3. **Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)**

Program Assessment is accomplished using a three-year rotation. Designated Program Student Learning Outcomes data is submitted by faculty to the KPC Faculty Services Office Manager. The data is correlated with program student outcomes. Aggregated data is reviewed by faculty at the

annual faculty assessment meeting and by smaller departmental groups. Faculty provide comments for the narrative report.

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

Data was collected for AY20 but due to the continuing disruptive COVID19 response, data was not collected at KPC-KRC for AY21. AY 20 shows a good success as evidenced by the data that was available. Program Student Learning Outcomes data collection is planned for AY22.

Note: With consideration to the COVID19 response, there has been an increased awareness concerning student success. Faculty discussions have taken place frequently about how to adapt to the changing requirements and instructional conditions for the benefit of the students. Instructors have demonstrated flexibility and a willingness to make class presentation adjustments, which has contributed to the overall success of students attending classes in AY 21.

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)

There were no formal permanent program changes made during the assessment period. There were informal adjustments set in place due to COVID19 response. The informal adjustments were such things as expanding available office hours and extending Lab times for completing experiments.

Informal changes such as these have greatly helped with student success during COVID19.

Discussion is taking place about making some of the informal changes permanent.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.

- ☐ Course curriculum changes
- ☐ Course prerequisite changes
- ☐ Changes in teaching methods
- ☐ Changes in advising
- ☐ Degree requirement changes
- ☐ Degree course sequencing
- ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☐ Changes in program policies/procedures
- ☐ Changes to Program Student Learning Outcomes (PSLOs)
- ☐ College-wide initiatives (e.g., High Impact Practices)
- ☐ Faculty, staff, student development
- ☐ Other

☒ No changes were implemented in AY21.

If you checked "Other" above, please describe. (100 characters or less)

7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)

N/A

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

8. Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.
9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)

A 2021 Spring Semester graduate in the "dual-degree" program (PRT AAS and IPIN AAS combined) was chosen as a KPC Valedictorian. They were recruited to begin work immediately following graduation in the off-shore Process Industry with emphasis as an Instrumentation Technician.

DEAN SECTION (Due to the program on January 15)

1. Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)
- The program was not clear what their SLO's were. However, reading the rest of the Industrial Process Instrumentation program responses, it appears that the program is on track. I would recommend that in the future the program list out what the actual learning outcome was instead of only referring to the number in the assessment plan. The program though appears to be meeting their needs, and students appear successful.
2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)

Dean's signature:



Date: 1/14/2022