UAA Academic Affairs
UNIVERSITY *of* ALASKA ANCHORAGE

3211 Providence Drive
Anchorage, AK 99508-4614
907.786.1050

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: Dennis Eastman, Assistant Professor

Program(s) covered in this report: Millwright OEC
(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: Other

Campuses where the program(s) is delivered: ☐Anchorage ☐KOD ☐KPC ☐MSC ☒PWSC

Specialized accrediting agency (if applicable): Select Specialized Accrediting Agency or 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)

Students should be able to articulate how they have mastered the basis proficiencies to perform as an entry level Millwright.

- ○ **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)*
  Students complete five courses throughout the two semester OEC program. Each course has multiple knowledge and performance based assessments that demonstrate proficiency.

- ○ **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)*

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.
   1. Perform job related tasks following industry-recognized safety practices and techniques - Met Faculty Expectations;
   2. Analyze, set-up, and operate mechanical equipment to perform efficiently and accurately - Met Faculty Expectations;
   3. Demonstrate professional behaviors and attitudes when working alone or as a member of a team - Met Faculty Expectations; and
   4. Clearly communicate technical information and data verbally, in writing, mathematically, and visually when required to complete job assignments - Met 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)*
   Assessment is based on performance and proficiency in the skills and knowledge testing done for each module within each course in the OEC. A detailed industry based performance checklist is used to demonstrate mastery of skills.

4. **What are the findings and what do they tell the faculty about student learning in your program?** *(750 characters or less)*
   Student performance in skills performance identifies areas of weakness and instructor intervention necessary for remediation. Often, these findings will help to modify either curriculum content or the

amount of time spent on a specific topic or skill practice.

5. **Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program's 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)*
Currently the instructor is updating course content and curriculum sequence. The NCCER curriculum has many deficiencies in topics related to Millwright work in Alaska. The NCCER content flow does not follow a smooth transition or scaffolding of complex topics using sound pedagogical principles.

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)*
Nothing to report

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.

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 Millwright program meets both its SLOs and its operational goals. They are also updating and modernizing their curriculum. It is my recommendation that they continue to refine their curriculum to meet industry needs.

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: _Raymond Earle Weber_
DocuSigned by:
DAAB67EA1B334FA...

Date: Select date.
January 4, 2022