

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any 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 can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

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

PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 15 October 2021

Submitted by:

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Program(s) covered in this report:

AAS, Welding and Nondestructive Testing
OEC, Welding
OEC, Advanced Welding
OEC, Nondestructive Testing

College:

Community and Technical College

Campuses where the program(s) is delivered:

Anchorage

Specialized accrediting agency (if applicable):

Though the Welding and Nondestructive Testing Department is an Accredited Test Facility, through the American Welding Society (AWS), AWS has no academic jurisdiction or financial investments over our programs.

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skill sets 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)**
 - *Personal flourishing is related to all our courses, however professional excellence, community engagement, and personal flourishing combined, have the most opportunities to exist in the WELD A262 "Radiation Safety", and A263 Radiographic Testing". Both these courses are offered off campus by employers that (historically) offer employment opportunities contingent to the successful completion of their course. This area is highly competitive. These Core Competencies are, at minimum, a standard baseline for employment consideration.*
 - **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)
 - **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.**
 1. Demonstrate hazard assessment and best safety practices - *Met faculty expectations.*
 2. Demonstrate enhanced levels of technical skills in welding - *Met faculty expectations.*
 3. Demonstrate intermediate knowledge of the interrelationship between metallurgy, welding, and inspection process - *Met faculty expectations.*
 4. Explain welding techniques and procedures when using high strength steel - *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)

Though our program has an introduction course, with plans to offer more, most of our courses are designed for entry-to-intermediate level employment. Almost every course has a hands-on qualification test as their practical. These practical's are representative of the entry level welding tests employers require prospective employees to take and pass. Our students start at smaller scaled versions of these tests, and progress to larger versions of these tests by way of passing visual acceptance criteria, as stated in welding code reference. Students are held at a miniature scale, and are not authorized to proceed until they have demonstrated that their skills meet these criterias. These exercises are a graded component of their course, in which they engage upon at their own personal readiness, or before Final's Week (whichever comes first), or by the last week of the course if the course is a "fast-tracked" course.

The successful completion of welding and nondestructive testing tests are not a requirement to pass the course on its own, yet successful completion of welding and nondestructive testing tests are a requirement for graduating the program. Most students, approximately 80%, pass these qualification tests while they are enrolled and attending their course. 15% of students need to retake the qualification tests, and 5% of students require retaking the course in its entirety.

These results are shared with the Student Success Advisor, who retains these records for graduation requirements. A numerical value of students that either pass or fail the qualifications are reported to and retained by the Department Chair.

Faculty as well as the advisory board are active and receptive to this technique, and concur that the techniques used prepare the student to pass entry level tests for employment.

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

Findings indicate this program to be an overall challenging program, which is parallel to the trade, in general. The faculty agree that they cannot sacrifice more laboratory time, in lieu of lecture, lest an uneducated product will entertain Alaska's workforce. Faculty agrees that some course's credit value needs to be increased by a value of 01, so that more contact hours are awarded.

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)**

The Faculty has not, nor intends to, change the Student Learning Outcomes (SLOs), nor the achievements needed to fulfill the SLOs. These SLOs are deemed acceptable:

- by faculty
- for the contact time awarded
- for the industries expectations associated with the Program's timeline and mission

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)**

Last year (and currently) we have respectful, well established companies providing lectures and hands-on practices for advanced process we do not teach, and then hiring students directly from our programs (contingent upon graduation). Furthermore, the same companies are requesting descriptions of our contact hours and their respective processes, made donations, and are asking for a more established presence in our department. Last year we had students needing to actually make choices as to which company to commit to. These scenarios were non-existent two years ago. Employed alumni are coming back to the department during their off-hitch North Slope rotations to talk to students about slope life, what to expect, reasonable expectations, and how our courses are applicable to employment.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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.

- 8. Respond to at least one of the following metrics. Student success depends on many aspects of a student’s experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.**

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.

<p>COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).</p>	<p>The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i></p>	<p>Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.</p>
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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 moderate number of 2020 and SP21 students have acquired employment in their field of study, both after graduation, and directly during their studies, to include; male, female, white/Caucasian, Asian, Latino, and US Veterans, in ages 24 – 40, marking one of the most successful cycles this department has seen.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

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)

Continue to work with local industry to develop partnerships. Additionally, work with the Dean's office to develop a recruitment strategy.

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: Select date.