Academic Affairs
University of Alaska Anchorage

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

PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/12/2021

Submitted by: Jacob Keisling, Assistant Professor of Welding. jkeisling@alaska.edu

Program(s) covered in this report: Welding Technology UC

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): 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 extracurricular (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)***

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I would hope that a student would have confidence in saying that his/her instructor used a variety of teaching strategies to meet the needs of each students learning style. I would like them to have a choice in describing how they best comprehended each section of this core competency. If it wasn't from lecture or theory, was it from demonstration? Did it help if an industry contact visited to reaffirm our task, or did a community project in the shop put real world value to the lesson?

- **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)*
  Though not applicable in many courses, having industry represented in your course or assignment seems to be very effective. Lessons can be introduced through multiple means, hands-on practice of that skill, followed by application to a real world project. Having industry represented at this point builds a confidence with students, faculty and industry that what is being delivered and learned has validity.

- **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)*
  Continued outreach to current industry through visits, or even apprentices keeps our curriculum and students up to date with an evolving workforce demand.

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.

WELD A105/121, and WELD A106/122

4. Safely Demonstrate the oxy-acetylene cutting process of steel pipe (both with freehand and machine cutting) - 100% Exceeded Faculty Expectations.

5. Safely Demonstrate the preparation of steel pipe to be welded with the stick-electrode process for common sizes of pipe used in industry. - 90% Exceeded Faculty Expectations, 10% met faculty expectations

6. Safely Demonstrate the welding of steel pipe per Procedure KPC-I for testing and welds common schedules and sizes of pipe used in industry. - 50% Exceeded Faculty Expectations, 40% Met Faculty Expectations, and 10% Did Not meet Faculty Expectations.

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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)***

   We are fortunate in our welding field that we are guided by a set of National Codes implemented by organizations such the American Welding Society, and American Society for Mechanical Engineers. Our PSLO's must meet the code for industry standard. If the objective is not met, practice must continue until it is met. The collection of data is gathered and measured daily using the tools and guidelines set by such organizations. Students learn these codes and tools and can self assess during practice but must submit final assignment to meet the outcome. Faculty conversations revolve around teaching strategies that will assist students in meeting or exceeding these outcomes more efficiently.

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

   As stated above, our PLSO's are guided by a code of law. They must be met before a student can move forward. The data collected is showing that students are using multiple strategies to meet or exceed the faculty expectations. This data reflects that the program is offering a variety of differentiated instruction, and that students are taking advantage of that to succeed. The faculty can then make adjustments in an attempt to detect earlier which students are not meeting the outcomes and why.

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)***

   Recently, KPC has aligned its welding curriculum with the UAA welding program. The assessment data collected for this report was gathered while this transition took place. Although curriculum changed, we did not have a common assessment plan. I was able to gather data using KPC's plan, and make it meaningful to our program, but am finding that adjustments should probably be made in the near future. The discussion of assessment plans may need to be addressed while we go through our upcoming welding program review.

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

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☒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)***
   In my recent Workload Agreements, I have set goals to bring more community hands-on projects into the shop while keeping our small businesses in mind. By giving students the ability to apply their practice, I have seen significant growth regarding students intended goals. I'm making small gains in having former students now in the field, and industry contacts visit the shop to work with students. This can be a hard pill to swallow as an instructor because of the different teaching strategies and philosophies. I am seeing growth in student achivement as it offers another avenue. It also keeps me up to date with this ever changing industry.

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)***

   Although I have not seen where data is collected for post-graduation employment, it is what I hold at the highest level of student and program success. For this AY 20 report, I am proud that I can state that almost 90% of students that wanted full time employment, found it. One student was not of legal age to enter industry and one single parent could not commit to a schedule that was necessary for the north slope. She did find part-time work at a local boat building weld shop. Alaska's workforce in welding is very diverse and offers many avenues for students. By building

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relationships between our program and industry, I hope we can continue to feed workforce demand with successful program completers.

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)***

   It is my recommendation that the program continue to coordinate with the Anchorage campus. Additionally, the program should continue it's work within the community to expand enrollment.

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:** 1/20/2022