

2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 11/27/2022**Submitted by:** Kelly Smith, Associate Professor of Automotive Technology, kjsmith@alaska.edu**Program(s) covered in this report:** Applied Technologies Leadership BS

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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

1. **A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.***

- If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)

- If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)

The final project in TECH A453 Capstone requires students apply professional project management skills and processes. While not required, many students choose projects designed to engage with and provide support communities that coincide with their individual workplace or a group with which they identify.

B. ***Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.***

- 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)

Communications courses required for the degree develop student strengths in these areas. Assignments in TECH A453, including the final report and presentation, require many students to grow outside of their comfort zone.

- Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)

The final presentation requires students to put together and deliver an oral presentation for their final project. Students are expected to deliver an oral presentation either live or recorded.

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY22. 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.

Integrate appropriate strategic communication tools and techniques in a wide variety of business contexts — Met expectations

Apply appropriate management tools and techniques to manage various types of projects— Met expectations

Apply accepted leadership and management practices to promote ethical behavior and sustainable quality performance in organizations— Met expectations

Develop policies and procedures to ensure a safe, healthy, and environmentally sound workplace— Met expectations

Develop strategies to support an organization's vision, mission and capabilities while motivating and leading internal and external constituents. — Met expectations

3. Describe your assessment process in AY22 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)

The program assessment plan includes 5 assessment measures, which may be assessed by collecting data from 7 different courses. Data for the AY22 assessment was gathered from the TECH courses, with emphasis on measures in the capstone course, which was collected by the faculty, and measured against the rubrics in the assessment plan. The data show satisfactory progress by a majority of program students.

Data collection is somewhat hampered by three factors:

1. Turnover in faculty.
2. Several of the potential data points mentioned in the plan are not readily available to the assessment coordinator.

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

Students in this program come with a variety of backgrounds and goals. Because of these factors, artifacts should be expected to be diverse. That being said, the data support a finding that students are meeting program expectations. However, with low student numbers, multiple years of data will provide better information.

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)

We have no recommendations for changes relating to PSLOs at this time. However the program is undergoing cyclical review at this time as well. It is possible that recommendations may result from that project. We are recommending revision of the plan to ensure that all data required for assessment is from sources readily available to the faculty.

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 AY22.

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)
8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.
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)

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? (750 characters or less)**

The Applied Technologies Leadership BS program's assessment and enrollments have been hampered by a lack of faculty over the last several years. It is recommended that the program work with the Dean's office to place a faculty into position to assess and refine the program. Additionally, the program will need to have a marketing plan developed.

- 2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)**

Based on the lack of a full-time faculty, the program through the work of two faculty with minimal buyouts and a strong staff member and student success advisor, the program has been able to support the completion of a number of students. This degree will allow many students to complete a bachelors degree. Those that are working in on this degree should be commended.

Dean's signature:



Date: 2/3/2023