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: Apprenticeship Technology AAS
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: The program is not separately accredited. However, it is designed to work in conjunction with a plethora of which have met the rigorous standards to become "registered apprenticeships", recognized by the US Department of Labor, or the Alaska Department of Labor and Workforce Development.

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.

Academic Affairs
UNIVERSITY *of* ALASKA ANCHORAGE

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)*
  This program is designed to increase individuals' opportunities to flourish personally, professionally through a wide variety of backgrounds and disciplines. Individual assignments that help with this goal would come through related training, workplace involvement, or GER related courses.

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)*
  This program partners with individuals who have either completed a registered apprenticeship, or who are engaged in a registered apprenticeship. Either category is required to complete a GER requirement which would address and improve individual communications acumen.

- **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)*
  See above.

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.
This program was not assessed in AY22. There is no faculty currently assigned to the program.

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)***
Program PSLO's would be best assessed by required reports from students, interviews with supervisors, and progress in GER courses.

4. **What are the findings and what do they tell the faculty about student learning in your program? *(750 characters or less)***
Please see #2 above.

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)***
My recommendation is to fill the vacancy in this program first. If it is filled as a staff or administrative individual, I recommend program assessment be added to a faculty member's workload.

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 apprenticeship program, along with the technology and applied leadership technology programs, are currently without a permanent assigned faculty. Additionally, the apprenticeship program is a completer degree to allow credit for the Required Technical Instruction required by apprenticeships to count toward academic credit. It is recommended that a permanent faculty be assigned to the program and a more comprehensive assessment plan is 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)*
   The program has expanded the number of apprenticeships that are counted toward the academic credit by a significant amount. This expansion is helping a number of tradesmen their degrees and encouraging them to branch out with taking the Tier 1 courses. I commend the faculty that have recently jumped in to support this program.

Dean's signature: **Date:** 2/3/2023