

**2022 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 moved 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 AY22 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."

*Note:* To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

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

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### 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:** 11/27/2022

**Submitted by:** Kelly Smith, Associate Professor of Automotive Technology, [kjsmith@alaska.edu](mailto:kjsmith@alaska.edu)

**Program(s) covered in this report:** Automotive Technology UC/AAS, Automotive Engine Performance OEC, and Automotive Specialist 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:** Community and Technical College

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

**Specialized accrediting agency (if applicable):** ASE Education Foundation

**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:** The Automotive Technology AAS/UC program has two separate program accreditations through ASE. General Motors requires independent ASE accreditation for the GMASEP AAS option. The General Automotive AAS/UC programs are jointly accredited. Both accreditations were renewed in 2022 at the Master Automotive Service Technology level, which is the highest level available. The embedded OECs do not require accreditation, but have the same performance standards within the department for delivery.

### 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)**

Students are incentivized to obtain nationally recognized certifications, as a form of ongoing professional "flourishing." ASE standard 7.8 addresses "contribution to the success of the team", and to "an inclusive environment..." Practicum reports measure several attributes applicable to professional excellence. Most program lab activities are also designed to allow faculty to assess professional excellence in addition to technical competency.

***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)**

Writing assignments, technical writing for lab activities, and presentation assignments enhance their abilities and expand their comfort-level to communicate in multiple formats. Students received more instruction in communication than anticipated when they began the program, and report knowing why honing communication skills is vital their successful in many facets of life, including in their professional aspirations. (Instruction in communications is addressed in ASE standard 7.9.)

- **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)**

Students are assigned to prepare and deliver a short presentation to the class in ADT A225, and other courses. These presentations assess students on organization, use of visual aids,

and citation and explanation of technical information. Providing peer review for other student presentations is embedded in the assignment.

## PROGRAM STUDENT LEARNING OUTCOMES

- 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.***

Demonstrate academic proficiency necessary to pass national examinations within the domain.

A. EXCEEDED FACULTY EXPECTATIONS. The program uses ASE Entry-Level Technician Certification, USEPA Section 609, and other 3rd party certifications as indications that students are learning, retaining, and applying theory at a level that prepares them to pass national certifications. More than 90% percent of graduates have passed a combination of these tests.

Demonstrate proficiency in performing occupationally related tasks in a professional setting.

A. EXCEEDED FACULTY EXPECTATIONS. This outcome is measured annually through a combination of standard lab sheets and through practicum reports. In AY22, student achievement for this outcome was confirmed by the ASE evaluation team during their site visit.

Integrate knowledge from diverse areas to develop effective diagnostic and repair strategies involving complex systems.

B. MET FACULTY EXPECTATIONS. We use standard lab sheet requiring students to show their development and follow through of diagnostic strategies and procedures.

Request, collect, summarize, evaluate, and apply oral and written information gathered from technical (e.g. schematics, technical bulletins, and service information) and nontechnical (e.g. customer oral and written reports) sources regarding symptoms and potential diagnostic and repair strategies for complex systems used in automobiles.

A. EXCEEDED FACULTY EXPECTATIONS. We use lab sheets and observation of student activity in the lab setting in order to rate this outcome. Additionally, this outcome was given high marks by the ASE evaluation team during their site visit.

Apply knowledge gained from previous education and experience to problem solving to aid in diagnosis and repair for the immediate situation.

B. MET FACULTY EXPECTATIONS. We measure this outcome through in-class testing and lab sheets. Students are assessed for their ability to learn, retain, and apply knowledge and skills obtained in previous courses as they advance to higher levels in the program.

- 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)**

Individual faculty members use a standard format for lab activities, written assignments,

presentations, and practicum reports. Student performance is shared with other faculty members and used to guide discussions regarding student performance for specific outcomes, and potential improvements. Selected artifacts are shared with the assessment coordinator. The quinquennial ASE accreditation cycle requires a formal advisory review of the program, including PSLO's at the 2 1/2, and 5-year. The review includes whether appropriate PSLO's are being measured, and whether expectations are being met. The successful AY22 ASE onsite review reaffirms the faculty perspective of student performance related PSLO's.

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

As a whole, the data supports a finding that program students continue to meet or exceed faculty expectations. The industry advisory group reviews our curriculum and student learning outcomes help to keep the program focused on our goal to prepare our students in success. The use of third-party assessments as measures provides clear and unbiased view of student progress and relevance of PSLO's to industry needs.

It is worth noting that our program accreditation standards, as recently revised, place additional focus on the core competencies addressed in question 1. The program did not need to make changes based on the revisions because they were already embedded in our course curriculum and activities.

**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)**

Our analysis does not indicate a need to make changes to PSLO's at this time. The faculty is reviewing ways to use available technology more effectively to collect and share data. Some additional program specific equipment, as well as educational resources could be utilized to enhance data collection. The assessment plan needs minor revision to reflect current accreditation standards.

### 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)**

### STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

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 across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

- 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. Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.**

Metric	Definition	Rationale
UNDERGRADUATE COURSE PASS RATES	The percentage of students who receive a passing grade (A, B, C, P) for all	Low pass rates are one critical way to identify courses that are barriers to student success and

Metric	Definition	Rationale
BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division).	undergraduate 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. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	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.
ANNUAL RETENTION 1 <sup>ST</sup> TO 2 <sup>ND</sup> FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Following the student from the 1 <sup>st</sup> fall to 2 <sup>nd</sup> fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE – GRADUATE PROGRAMS	The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.



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)
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**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](mailto: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? (750 characters or less)

The Automotive Programs are meeting or exceeding their Accreditation standards. The faculty of the program should work with the Dean's office to continue to improve their equipment and marketing outreach to the community. It should be noted that the faculty are active in the community, however more resources should be moved to meet the marketing needs of the program.

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)

As stated, the program is meeting all of their accreditation standards. I commend them on their commitment to the students and industry. Additionally, they recently successfully completed an accreditation site visit and were reaccredited. We are working on addressing some of the minor things found in the form of equipment. Additionally, due to industry requests, they should be commended with the examination for Electric Vehicles.

Dean's signature:



Date: 2/3/2023