

2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**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: 10/15/2022

Submitted by: David Morrison, Associate Professor, dsmwhiteknight@gmail.com

Program(s) covered in this report: Cisco-Certified Network Associate OEC

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: N/A

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)

N/A

- 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 program's Certification Preparation course teaches students how to prepare for and take IT industry certification exams. These certification exams demonstrate professional excellence of IT professionals by certifying in the latest technologies and software. The certifications help IT professionals earn raises and qualify for better jobs.

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)

I learned how to document instructions so others could follow them and get the same results and learned how to write technical documentation for both end users and the IT department.

- 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)

In the PC Architecture and Building course students complete Step Action Result sheets for each lab that they do to document how they completed the lab so that another technician could follow their written instructions and achieve the same results.

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.

Show knowledge of network infrastructure. - Met faculty expectations

Demonstrate competence in entry-level tasks of design, configuration, operation and troubleshooting Ethernet and TCP/IP networks. - Met faculty expectations

Demonstrate competence in the configuration and troubleshooting of Cisco routers and switches. -
Met faculty 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)

Faculty members provided the appropriate scores from their classes and the assessment coordinator compiled the averages of each class into an excel spreadsheet. Faculty then met and talked about the outcomes, how they were being met, and what changes we could make to improve student achievement of the outcomes.

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

The student outcomes are being met, but we believe we can improve achievement of the student outcomes in several areas.

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)

Work with the Learning Commons to improve student reading and create assignments that do not assume people have effective reading comprehension. It is working if our retention of students improves and we have reduced incidents of students not understanding written instructions.

Require naming conventions for submissions to improve ability to create naming conventions which will be demonstrated in created documentation. Create a project in CCNA 3 by next year to improve networking outcomes.

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)**

In the past we changed CCNA courses on the Anchorage campus to full semester so students would take one per semester instead of doing two of them back to back in one semester, in part to see if this would help with retention results from one class to the next. So far there has not been noticeable change in retention.

- 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 CISCO OEC has seen a significant reduction in enrollments and admissions. I recommend two main things, first examine the continued relevance of a focus on CISCO systems. While it is a system that allows a foundational knowledge of networking, there is a continued transition away from CISCO systems. Second, examine whether the program needs to transition to a one semester rapid fire program. If that seems to meet the needs of the community better we may want to run 3 5-week sessions.

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 CISCO program is fully integrated into the AAS in Computer Systems and Network Technologies program. As such it is easier to provide a credential for a student who chooses to stop out.

Dean's signature:



Date: 2/3/2023