Academic Affairs
University of Alaska Anchorage

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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: Diesel Power Technology UC/AAS
(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 Diesel Power Technology AAS/UC program accredited through the ASE Education Foundation (ASE). ASE accreditation was successfully renewed in 2022 at the Medium/Heavy Truck Service Technician (MTST) level, which is the highest level available. The embedded undergraduate certificate does not require accreditation, but has the same performance standard 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.

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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. Practicum reports measure several attributes applicable to professional excellence. Most program lab activities are also designed to allow faculty to assess professional attributes and personal responsibility, 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.

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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.

   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.

   Demonstrate technical knowledge and critical thinking necessary for success in the heavy-duty maintenance and repair industry.

   A. EXCEEDED FACULTY EXPECTATIONS. Practicum reports and lab activities provide measures for this outcome. The successful ASE onsite visit in AY22 provides affirmation that students are performing well in this area.

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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)***

   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 revised 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

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☐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 Diesel Power Technology UC/AAS 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. An additional problem currently is the limited space available for the program. While not discussed the courses are capped based on the lab size. The program should also work with the Dean's office to develop a donors plan to raise funds for a building extension.

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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 meets all of their accreditation standards, and beyond. I commend them on their commitment to the students and industry. Additionally, they recently successfully completed an accreditation site visit and were reaccredited. It should be noted that the faculty are active in the community and well connected. Their efforts in connecting the industry and community to our programs are commendable.

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