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: 10/14/2022

Submitted by: Jacob Keisling, Asst. Professor of Welding, jkeisling@alaska.edu

Program(s) covered in this report: Welding Technology UC

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.

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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)***

  Last year, I stated in my Workload Agreement that I would continue outreach with the contacts I have made in the welding industry. I also set a small number of projects that our shop would take on from the community to introduce, and apply real world practices. A higher level of learning takes place when students understand our industries expectations, and are then able to apply them to a project in class. This develops a sense of pride when they can see their finished work in the community.
- **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)***

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 would hope that a student would have the confidence to state that the professor or program tasked students with the responsibility of effective communication. With the projects we take into the shop, students are tasked with ordering materials from vendors, invoicing, and communicating with the customer and other teammates on progress and deadlines. Students are also required to seek advice or answers from more than one source before approaching the instructor for discussion.
- **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)***

  My plan is to implement a rotating chain of command with students in the lab. I would like each student to experience each role that they may see in our industry from low level laborers up to general foreman or superintendent. Rotating through these roles would require students to practice key vocabulary and communication skills with other students and instructors. I'm currently searching for existing practices in the college/trade schools as to avoid creating a new program rubric.

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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.

   1. Safely complete the Oxy-Acetylene cutting process. 100% of students Exceeded Faculty Expectations.
   2. Safely complete the preparation of steel plates for certified groove welds. 100% of students Exceeded Faculty Expectations.
   3. Safely complete the welding of steel-plate in all position groove welds. 90% of students Exceeded 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)***

   We are fortunate in our welding field that we are guided by a set of National Codes implemented by organizations such the American Welding Society, and American Society for Mechanical Engineers. Our PSLOs must meet the code for industry standard. If the objective is not met, practice must continue until it is met. The collection of data is gathered and measured daily using the tools and guidelines set by such organizations. Students learn these codes and tools and can self assess during practice but must submit final assignment to meet the outcome. Faculty conversations revolve around teaching strategies that will assist students in meeting or exceeding these outcomes more efficiently.

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

   As stated above, our PSLOs are guided by a code of law. They must be met before a student can move forward. The data collected is showing that students are using multiple strategies to meet or exceed the faculty expectations. This data reflects that the program is offering a variety of differentiated instruction, and that students are taking advantage of that to succeed. The faculty can then adjust in an attempt to detect earlier which students are not meeting the outcomes and why.

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)***

   Very recently the welding program at UAA and KPC community campuses completed our program

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review. Shortly before that, all campuses aligned curriculum across all campuses. There are currently only a few remaining tasks that need to be addressed. Assessment was one task highlighted while we were completing our program review. Faculty at UAA and KPC probably need to visit the idea of now aligning our assessments, and PSLOs.

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)***

Years of work aligning our welding program curriculum across the UAA system and recently completing the program review has required a high level of attention focused on past, current, and future practices. Data collected up to this point has been very campus specific. Although data has been collected and analyzed per campus in the past, we won't see any collective data until PSLOs and assessments have been aligned and implemented across all campuses. With this implementation, individual data will still be collected and analyzed based on each campuses individually but can then be compared across the system to identify trends of success or areas in need of improvement.

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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)***

   I'm very proud of the number of students successfully gaining employment after completion of the welding program. It builds confidence in our program when industry representatives contact me in a recruiting effort to hire our students for full time employment whether it be in oil and gas, infrastructure or our marine industry. Former students, now employed, continue to communicate success and more importantly struggles that they face entering the workforce. This communication with students and industry representatives continues to guide our programs mission and vision. We have recently hired a former female student returning to our program from industry in an effort to guide and educate our increasing females enrolling in the program.

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 Undergraduate Certificate in Welding is meeting expectations. I recommend that the faculty continue to coordinate with the local programs and work with the Director's office to expand its outreach to all of the Kenai Peninsula.

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)***

   This program really has a clear connection to the local community. It should be commended on their connection to the community. Additionally, the program's record of post-graduation employment is astounding.

Dean's signature:  **Date:** 2/03/2023