

**BIENNIAL PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT REPORT FORM –
ASSESSMENT COMPLETED IN AY2023-2024 (Due to the dean on November 15)**

Submission date: 4/7/2025

Assessment Plan covered in this report: Diesel Power Technology UC/AAS

College: Community and Technical College

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

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1. Please list and number the Program Student Learning Outcomes your program assessed in the past academic year. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.

1. Demonstrate academic proficiency necessary to pass national examinations within the domain. --Exceeded faculty expectations
2. Demonstrate proficiency in performing occupationally related tasks in a professional setting. -- Met faculty expectations
3. Integrate knowledge from diverse areas to develop effective diagnostic and repair strategies involving complex systems. --Exceeded faculty expectations
4. 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 diesel powered equipment. --Met faculty expectations
5. Apply knowledge gained from previous education and experience to problem solving to aid in diagnosis and repair for the immediate situation. --Met faculty expectations
6. Demonstrate effective employability skills, including oral and written communication skills, as required by the 2014 accreditation standards for the National Automotive Technicians Education Foundation. --Exceeded faculty expectations
7. Demonstrate technical knowledge and critical thinking necessary for success in the heavy-duty maintenance and repair industry. --Met faculty expectations

- 2. Describe what your assessment process was last year 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. (1000 words or less)**

The Diesel Power Technology Program uses national, state and industry recognized examination processes that include Automotive Service Excellence (ASE), ASE Student certifications, Caterpillar, Cummins and a variety of other certifications to ensure student success and preparation for industry employment.

ASE Student Certification success rate is above 95%.

Students who complete the program are required to have a 100-Level certification with Peterbilt Training Academy, Cummins QuickServe Training, Kenworth Portal Training, Noregon, Caterpillar, Bobcat and more. All training requires an 80% passing score.

Section 609 of the Clean Air Act requires passing a nationally recognized certification test for approval to perform certain maintenance and repair operations on mobile air-conditioning systems.

- 3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)**

Student Learning Outcomes are being achieved through a variety of avenues and faculty continue to develop curriculum and training opportunities. Our field is constantly changing and adapting, especially with current Electric Vehicle (EV) technology.

Faculty gauge student success by their ability to retain and convey knowledge, but even more emphasis is placed upon their placement in the industry and their continued success.

While test scores and certificates can show student progress, the faculty gauges student learned outcomes and practices based upon student success as an employee in the industry.

The UAA Diesel Power Technology Program has continued to have 100% job placement (for students seeking employment) over the past 2 years.

- 4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Yes**

- i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

The program is addressing changes in industry standards, practices, and fields. We have invested in a more safety conscious program, and added an EV and Hybrid Vehicle Program that will supplement changing industry needs. This coming fall, faculty is scheduled to increase allowed student enrollment numbers, re-structure curriculum, and work towards developing new courses.

5. 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 last year. *(If no options above were selected)*

If you checked "Other" above, please describe. (100 words or less)

6. 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. (1000 words or less)

For the latest 4-year period, 100% of students completing ADT A225, Mobile Heating, Ventilation & Air Conditioning have successfully passed the Clean Air Act section 609 certification.

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? (200 words or less)

It is excellent that the students are meeting or exceeding the expectations. The next step is to increase the number of students taking the program and completing the program. Faculty should consider different options for keeping students until completion. However, this may not be possible with the current industry hiring practices. In these cases, the Dean's office should look for ways to identify students dropping out due to employment and work to provide them with the earned OEC's or UC's.

2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. *(200 words or less)*

The faculty should be commended for all of the work they have done. The students receiving industry recognized certifications is a great way of supporting the students even if they do not complete the program as a whole. Industry has been impressed with the proficiency of the students graduating either program. Faculty's focus on student success is a key aspect of the success of the program, and they should also be commended for that as well.

Dean's signature:

A handwritten signature in black ink, appearing to read "Randy White", written over a horizontal line.

Date: 4/29/2025