



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 data system B.



PROGRAM SECTION (Due to the dean on October 15)

After completing the Program



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.**

x / (o • š Ç Œ Ç } μ % Œ } Å] Ç } μ Œ % Œ } P Œ u [• μ Œ Œ y š } Œ % o
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)

x 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**

x 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 having communication skills is vital to their success in many facets of life, including in their professional aspirations. (Instruction in communications is addressed in ASE standard 7.9.)

x Provide your 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

2. Please list the Program Student Learning Outcomes your program assessed in AY 22. 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 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 to 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 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 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 maintenance and repair event



3. Describe your assessment process 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.



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/F/A])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- Collegewide initiatives (e.g. High Impact Practices)
- Faculty, staff, student development
- Other

No changes were implemented in AY2

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 you demonstrate this. (750 characters or less)

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

can relate to correct placement, course sequencing, standardized prerequisites 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





Metric	Definition	Rationale
		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)

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should send this form to the program and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campuses, the dean should consult with the appropriate community campus director(s) on 11.04 Tf [(1)-3s8(ed)33spodid sT

