

2021 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 forms 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 UAA System Board of Regents legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to a new academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop down boxes, use the following format:
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For technical assistance with this form, email Academic Affairs at oa@alaska.edu

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: 10/15/2021



Submitted by: Henry W. Haney, Associate Professor, hwhaney@alaska.edu

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

(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form).

If you selected ^ K š Z Œ _ } 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

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 conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). Decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

What would you hope a student would say if asked where in your program or support?



responsible response action will create a ~~wat~~ production process. An adverse ~~careless~~ action can potentially cause safety or environmental harm.

Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency? Yes No

If yes, please briefly describe. (500 characters or less)

The PRT A260 Oil & Gas Exploration and Production II class covers why quality work is a necessity. High quality work is a reflection of a professional attitude and a personal choice that is emphasized in the Petroleum Technology Certificate program so future upstream operators will avoid possible safety and environmental issues effecting the surrounding their work location and the surrounding community.

Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency? Yes No

If yes, please briefly describe. (500 characters or less)

Not at this time.

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY21. 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.

Outcome # 7: Assessed one class, 21 student assignments, 100% C or better. Exceeded



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Metric	Definition	Rationale
	<p>that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i></p>	<p>to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.</p>

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)
 N/A

DEAN SECTION (Due to the program on January 15)



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: [Redacted Signature] 4 ,

Date: Select date.
J 2021