2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM (Due October 15 tolhe dean)

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits stude/Antistual assessment reportining forms decision making and resource allocation aimed at improvemental learning and success. It admissibles the AAC to analyze assessment across the institution and to responded to yestem Board of Regents legislative, and Northwest Commission on Colleges and University/CCU) equests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to accedemicassessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Ancademic Assessment Report. It also proprietes questions about how academic programs contributed ent achievement of institutional core competencies and student success.

This annual report will be due to the dean on October 15. Programs with spended admission and new programs in the first year of implementation new programs with spended admission and new programs in the first year of implementation new programs with spended admission and new programs in the first year of implementation new programs in the first year of th

These reports are public documents and will be posted on the assessment well because are to be narrative only, and must be ADA and FERPAmpliant. 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. Z š Z Œ U μ • • š š u v š • • μ Z • U ^/v zîí (} μ Œ ‰ Œ } P Œ u P Œ in μ š • Á Œ Š Z (] o X _ W Œ } P Œ u • Á]š Z •‰] o]ì Œ]š š]} v } Œ }š Z Œ Æ š restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form willtribe accepted.

The form uses narrative, text, and drolpwn boxes. Narrative boxes have a character limit, which includes spaces. When using text and drolpÁ v $\}$ Æ •U](Ç} μ Á v š š} μ v $\}$ v - v • Á Œ U • $\}$ Œ ^ } μ • U] (Ç} μ Á v š š}

For technical ssistance with this form, email Academic Affairsa (oaa@alaska.e) tu

PROGRAM SECTIONue to the dean on October 15)

After completing the ProgramSection, the program should email this form to the dewith a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submissiordate: 10/15/2021

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

Program(s) covered in this report: PetroleumTechnology 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 OE _ } Àidehtith (d 00 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

After the stakeholdebased process in AY20, UAA conducted a pilot project focusing on the core competencyof Personal, Professional, and Community Responsibility (PPOR) ecision 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.

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 support91 11.04 Tf1 0 0

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responsible response action will create a **well** 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 A26 Dil & Gas Exploration and Production II class covers why quality work is a necessity. Highquality 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.

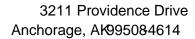
PROGRAM STUDENT LEARNING OUTCOMES

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.

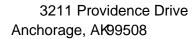
Example: Communicate effectively in a variety of contexts and formats Exceeded faculty expectations.

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

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

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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Designation 4

Date: Select date.

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