

Diesel/Heavy Equipment - Certificate

Current Compliance Year: 2024-2025

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Program is operating effectively based on the information provided. The SLOA assesment was not provided, so it is recommended that the program conduct it and reflect with college peers on results.

Response to Previous Recommendations (if any):

Since the program's last full program review, the program has had a complete turnover of faculty and staff. In September of 2022, a new full-time faculty was hired to fill the program's vacant faculty and program coordinator position. The remainder of the 2022-23 academic year was solely focused on onboarding our new full-time faculty, who, in addition to teaching, coordinates the program, and program delivery. During the 2023-2024 academic year, the program made several curriculum changes to align course designators and numbering with current program numbering. The program also focused on developing continuity and guidelines on the topics required to be taught for each course. This year's efforts continue to focus on finalizing course outlines.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Program appears to be self reflective in that it has made many curriculum changes to stay current with industry technological advances and standards. A recent assessment was not provided due to faculty turnover.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Not provided yet.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Although we have not made program changes as a result of the analysis of SLO assessment, we have made curriculum changes to improve program structure and course number alignment. These changes have resulted in making it easier for students and advisors to recognize the courses needed for program completion. I am still in the process of implementing our SLOA plan and collecting data to be analyzed for curricular changes.

Supporting Documents

Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

Updated SLOA?

If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs. Please mark the appropriate box below.

Certificate Program not applicable	x
Embedded:	
Not Embedded:	

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Program appears to be healthy based on the data. There was a steep dip due to covid, but the program bounced back and is on the climb once again to exceed degrees awarded in AY 22 compared to per covid AY 18 numbers. The program operates as a co-hort and has a maximum enrollment of 22.

Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence			x
Pass Rates			x
Student Credit Hours			x
Majors			x
Degrees Awarded	x		
Other Trends (Explain in narrative below)			

Equity Gaps

Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

(250 Word Limit)

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

There has been a high turnover rate in faculty and staff in this program in recent years. Most recent program efforts have been on reducing turnover by standardizing the program to align not only with ASE Automotive Service Excellence training guidance for Medium and Heavy trucks, and working with the local apprenticeship programs to align with their training.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Positive practices in that the program is built around hands-on delivery as is the nature of the work in the industry.

High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future, share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects		Research (Graduate Level)	
Collaborative Assignments & Projects		Writing-Intensive Courses	
Diversity/Global Learning		Publications	
ePortfolios		Communications	

First-Year Seminars & Experiences		Publications	
Internships		Scholarly Activities	
Service or Community-based Learning		Other (Please describe in box below)	x
Undergraduate Research		Hands on	

Collaborative Assignments & Projects

The program has made the lab portion of DSLT F254, DSLT F201 Heavy duty manual transmissions, and DSLT F202 Heavy duty automatic transmissions a collaborative project. Students now work in pairs to rebuild the engines and transmissions. This helps them not only learn to work as a team but also to get other's advice on how to perform some of the harder tasks.

Undergraduate Research

(250 Word Limit)

Diversity/Global Learning

(250 Word Limit)

ePortfolios

(250 Word Limit)

First Year-Seminars & Experiences

(250 Word Limit)

Writing-Intensive Courses

Students are required to write a weekly journal to help with their writing abilities and improve their documentation practices.

Service-Learning and/or Community-based Learning

(250 Word Limit)

Internships

We have started two different apprenticeship programs that turn the one-year program into a **two-year** program for selected individuals who work at Alaska West and POGO gold mine.

Capstone Courses & Projects

(250 Word Limit)

Other or None of these (explain)

(250 Word Limit)

Program Profile and Financial Data

The following feedback was received during your last full program review. **You are not required to respond to this feedback, but we encourage you to review it as it may provide valuable insights.**

This feedback will also be available when your program undergoes its next full review in two years.

Previous Financial Feedback

Operates at Low Cost,Productive Faculty

Previous Profile Feedback

Strong ties to the community or industry,Program is mission-centric to UAF or college/school,Providing job placement for graduates,Strong post-graduation success for students

Submission

Submitter & Collaborator Names

Submitter Email

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Diesel/Heavy Equipment Certificate
 Community & Technical College
 May 6, 2021

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The Diesel/Heavy Equipment Program provides individuals with quality academic, technical and professional skills required for entry-level employment in the heavy equipment industry GOAL STATEMENT: Provide students the needed skills required for entry level employment in the diesel maintenance industry and related fields. Provide a unique learning environment where students can obtain a high quality classroom education, hands on training, and practical vocational experience in the Diesel/Heavy Equipment repair industry. Responsive to the needs of communities,	Students who complete the Diesel/Heavy Equipment Maintenance Technology Program will possess the skills and knowledge to become highly competitive candidates for job openings and promotions within the diesel/heavy equipment maintenance and related fields.	Graduates will secure employment in the diesel/heavy equipment maintenance or a closely related field or go on for additional education, training, or experience within one year. Students will take an exit exam to determine their skills in Diesel/Heavy Equipment Maintenance. Students who obtain a certificate will express satisfaction that the skills and knowledge they gained in the program was appropriate and adequate for their entry into the diesel/heavy equipment field.	Program Coordinator will track students and collect data every fall semester and provides this information to the program review committee. Program Coordinator will administer an exit exam each spring semester prior to completion of the program to assess learning outcomes. Program Coordinator will conduct Outcome Assessment Graduate questionnaire prior to graduation and disseminate the results to the Maintenance Technology Diesel/Heavy Equipment faculty.
	Employers of graduates of the Diesel/Heavy Equipment Program will be satisfied that these graduates possess the skills and knowledge necessary for entry-level positions in the diesel/heavy equipment maintenance field.	A questionnaire will be sent to employers of graduates every fall semester to gauge the programs efficiency of applied knowledge of the student going into the industry at entry level.	Program Coordinator will conduct survey of employers of graduates from previous two years and disseminate the results to the faculty.

industry and government throughout Alaska, Canada and the United States of America	Computation skills sufficient for employment as a Diesel/Heavy Equipment mechanic.	Students will take an exit exam to determine whether their computation skills are adequate for employment in Diesel/Heavy Equipment Maintenance.	Program Coordinator will administer an exit exam each spring semester prior to completion of the program to assess computation learning outcomes.
	Writing skills sufficient for employment as a Diesel/Heavy Equipment Mechanic.	Students will take an exit exam to determine whether their writing skills are adequate for employment in Diesel/Heavy Equipment Maintenance.	Program Coordinator will administer an exit exam each spring semester prior to completion of the program to assess computation learning outcomes.
	Oral communication skills sufficient for employment and understanding of human relations	Students will take an exit exam to determine whether their oral communication and understanding of human relations skills are adequate for employment in Diesel/Heavy Equipment Maintenance.	Program Coordinator will administer an exit exam each spring semester prior to completion of the program to assess computation learning outcomes.

Mid-Cycle Review Committee

The Mid-Cycle Review committee plays a crucial role in supporting each program as they prepare for their Full Review. Our goal is to help programs feel recognized and supported throughout this process. To guide your feedback, we've included strength-based feedback tags; please select all that apply to this program.

Overall Recommendations (tags)

Address Equity Gap	x	Consider Curricular Revisions	
Develop Online Offerings/Options		Improve Time to Degree	
Increase Enrollment	x	Increase Graduates	x
Increase retention/persistence		Strengthen Advising Practices	
May be asked to share Effective Practices		Recommendation to University-Wide Committee	

Explanation of Overall Recommendations (narrative)

Please see the section below on Student Success and Equity Feedback for additional details.

Student Learning Outcomes Feedback (tags)

Strong		Developing	
Requires Minor Revision		Requires Major Revision	x

Student Learning Outcomes Assessment Feedback (tags)

Strong Alignment with SLOA Plan		Clear, Concise Presentation of Findings	
Compelling Learning Story		Missing a Direct Measure	
Missing Active Verbs	x	Missing Curricular Connection	x
Missing Collaboration within Department			

Student Learning Outcomes Assessment Feedback (narrative)

The response to recommendations had no context. While the outcome seemed positive, this section would have benefitted with a bit more development to set the context to clarify the reason for the actions and consequent outcomes (a more complete story). Despite the complete turnover of people, it is appreciated that there is positive change to benefit student success in this program.

Provided 5 SLOs. SLO #1 is ok, although it could be more clearly articulated/defined, i.e., a more well-defined statement (e.g., what are the skills and knowledge must students attain?). SLO #2 is not a SLO and should be replaced; note that is an important program outcome and plays an important role for program tracking but does not meet the criteria for SLOs. SLO #s 3-5 are somewhat vague (what are the specific skills for each SLO?) and need to be refined to be clearer. My recommendation is for the program to revise these SLOs to include “action” words (<https://tips.uark.edu/blooms-taxonomy-verb-chart/>). The assessment plan and implementation processes for each SLO were fine. However, post-graduate employment/employer and student satisfaction surveys, while important for program outcomes, are not valid measures to assess student learning outcomes. These actions should be continued, just not for the program review process.

Did not provide any SLOA findings. Noted curricular changes but have not analyzed the data. These sections would benefit from further development to demonstrate that there is continuous improvement and closing the loop. This is a key element that each program needs to demonstrate for NWCCU.

What assistance can the Accreditation Office provide to assist with SLOA revisions?

Student Success & Equity Feedback (narrative)

Please fill out the box for equity gaps and discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. Please contact the CTC data liaison or make an appointment with Julia Manfredini from PAIR to learn more about analyzing the program's data. Similarly, if the data points do not fully capture the program's nuances, consider what additional metrics might be necessary for a comprehensive understanding. What assistance can the Accreditation Office provide to better address this need?

From looking at the data on the Student Success dashboard: Persistence rates have increased from 40% to 50%. Pass rates went down from 100% to 97.52%. Student credit hours decreased from 26.9 to 24. Majors by program went down from 20 to 18. Degrees awarded went down from 15 to 13. Please explain these discrepancies and explain how you attend to address these numbers.

Is there any plan to address the gap between male and female students or is this gap common in this type of program?

High-Impact Practices Feedback (narrative)

The narrative for the collaborative assignments & projects provided good information, but the check box needed to be checked (no HIPs were checked). The narrative was helpful by also showing how the course has had a positive impact for the students. Could have used more details for each practice with specific examples (e.g., what are the students doing specifically for each HIP?).

Internships are also filled out but not included in the checklist. Two or so more sentences to talk about the expected outcomes or goals within this high impact practice will be great to see. How will they measure success and impact in this area?

“Hands on” was selected in the “other” category, and the assumption is that this is real-life applicability and community learning? Perhaps more can be added to that information or elaborated on to provide more context as to how impact is measured by the specific activities.