

3211 Providence Drive
Anchorage, AK 995084614
907.786.1050

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



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Submitted by: Louis Nagy, Professor lnagy@alaska.edu

Program(s) covered in this report: Aviation Maintenance Technology AAS
(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 _ } À 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): Select Specialized Accrediting Agency N/A. 'F"S"p ¥JRœUN3ãÔ•O r
If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: The AMT program requires Federal Aviation Administration (FAA) curriculum approval and FAA oversight per CF00000 1 469.3 532.27 Tm 0 g 0 G [()] TJ ET Q EMC /P <





Other

X No changes were implemented in AY21.

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)

The AMT faculty and staff performed exceptionally during the pandemic. The program focus in AY21 was complying with the pandemic restrictions and keeping students safe.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for the report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized prerequisites, the intentional use of high impact practices, proactive advising, course scheduling practices etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These W* n BT /F4 11110(a



Metric	Definition	Rationale
upper-division, and graduate).	students in a course offered by a program compared to the same rate calculated for all courses at 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>	correlates with low retention and more major switching. Mitigation strategies can be internal or external 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.

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)
- All graduates (100%) of the AMT program that have chose to become certified by the FAA has passed the written, oral, and practical examinations. All graduates (100%), excluding retired graduates, that have chose to work in aviation have obtained post-graduation employment

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and the appropriate community campus director(s) when emailing the response to the program

1. Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)
- The Aviation Maintenance Technology Program continues to shows an acceptable level of effective teaching and meeting the program student learning outcomes. They maintained the utmost professionalism and ability to educate students during the unique issues created by the Pandemic. They also maintained the industry connections during the pandemic. The faculty should continue to monitor and follow their assessment plan. Additionally, Aviation as a whole should develop a better way to ensure that assessment data is collected and stored. Finally, as we move forward with our



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core competencies, we should add that language to the course syllabi. We are telling the student what our overall expectations and our goal for the student is when we indicat

- 2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question (750 characters or less)

Dean's signature:  4 ,

Date: Select date. J 2021