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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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right way without cutting corners. Understanding my physical and mental limitations before attempting any critical task. Committing to recent experience, being prepared, and seeking help or further instruction when necessary. Promoting safety on the job and around our fellow aviators creates a healthy aviation community

- o 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.



- Other

No changes were implemented in AY21.

If you checked Other above, please describe (0)

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. (0)

The AMT faculty and staff performed exceptionally during the pandemic. The program's main focus in AY21 was complying with the pandemic restrictions and keeping our 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 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 data are included in the most recent IR-Reports Program Review dashboard. Please review these data for



Metric	Definition	Rationale
upperdivision, 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, 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 Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.	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



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