



2022 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 informs 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 the State System Board of Regents legislative, and Northwest Commission on Colleges and Universities (NCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA moved to one academic assessment reporting mechanism. The below form merges and



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: 10/28/2022

Submitted by: Sherri LaRue, llarue@alaska.edu

Program(s) covered in this report: Air Traffic Control 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)





PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed ~~AY 21~~ 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

Our students are performing at a ~~high~~ high level, especially considering the difficulties raised by the ongoing Covid19 pandemic. Our most recent assessment report found the following success rate: Student knowledge of operating limitations and performance 75%, moderate decrease Met Faculty expectations

Student knowledge of weather operations and atmospheric processes Not available; we are relying on a series of adjuncts for this and do not have these numbers. We anticipate that will change in spring 2023 Not analyzed

Student knowledge of Federal Air Regulations and FAA interactions 25% slight increase Exceeded Faculty expectations.

Student knowledge of various separation standards: 85% Exceeded Faculty expectations.

Student knowledge of industry trends 58%, slight increase Exceeded Faculty expectations.

Student knowledge of flight dispatch operations 92.6, moderate increase Exceeded Faculty expectations.

3. Describe your assessment process ~~AY 21~~ for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

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5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)



STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

can relate to correct placement, course sequencing, standardized prerequisites across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on the UAA. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

- 8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION 8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IS HERE JUST FOR THEIR REFERENCE.** Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also describe any resulting improvements in student learning.

| Metric | Definition | Rationale |
|---|---|---|
| UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division). | The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate 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. Data source: RTP end-of-term freeze files. Disaggregate as per accreditation. | Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses 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. |



| Metric | Definition | Rationale |
|--|---|---|
| ANNUAL RETENTION 1 ST TO 2 ND FALL | Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. Data source: UA System Warehouse RTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis. | Following the student from the 1 st fall to 2 nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion. |
| SEMESTERS TO DEGREE ± GRADUATE PROGRAMS | The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. Data source: UA System Warehouse RTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis. | Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner. |

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)

As the FAA academy in Oklahoma City is finally at full staff and hiring students again, we have had at least 5 students successfully complete the academy and move on to facility training. Since the changes we have made to staffing, labs and restructuring, our students have a 100% successful

