![UAA Academic Affairs - University of Alaska Anchorage logo]

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

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

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. 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. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

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: 10/8/2021

Submitted by: Sharon LaRue, Associate Professor Aviation technology, sllarue@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 "Other" above, please 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 or N/A.
   If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: ATC251 and ATC351 are certified by an outside agency, the Federal Aviation Administration. Upon completion of the program, students are allowed to test for a flight dispatcher certification.

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision 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.

1. **Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**

   o **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency?** *(500 characters or less)*

   While we believe we instill most of those throughout the program, the class where students are asked to most deeply reflect on the idea of personal, professional and community responsibility would be our ATC440, which focuses on the management aspect and viewing their technical job through a larger lens.

   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. *(500 characters or less)*

   o **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)*

   As we are an AAS technical degree, we do not have a lot of time to focus on things other than the technical criteria needed for students as they transition to the vocational environment.

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.

   • Demonstrate knowledge of the theory of aircraft operating limitations and performance, including methods of air and ground navigation within the National Airspace system.
   Exceeded faculty expectations (84%)

   • Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry.
   Met faculty expectations (81%)

   • Demonstrate knowledge of weather and atmospheric processes, and how each affect the air traffic control system.
   Data unavailable, class taught by adjunct who has retired and cannot be reached

   • Demonstrate knowledge of fundamentals of aircraft separation in radar, nonradar, and terminal

environments, as well as operating techniques of ATC facilities in visual and instrument conditions.
Exceeded expectations (85%)

Demonstrate awareness of ATC industry trends, future developments, global implications, and current management practices and techniques.
Met faculty expectations (83%)

Demonstrate knowledge of flight dispatcher operations, including weight and balance, flight planning, and fuel requirements
Exceeded faculty expectations (89.5)

3. **Describe your assessment process in AY21 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)*
All faculty members keep their records in Blackboard and provide those to the assessment coordinator. The coordinator is then in charge of compiling the statistics, preparing the report, and sharing the information with the faculy.

4. **What are the findings and what do they tell the faculty about student learning in your program?** *(750 characters or less)*
Our students are performing at a fairly high level currently, despite the challenges caused by the ongoing pandemic. We believe this is primarily due to the fact that they are continued with our ATC labs in person the last two years. Although much of the preliminary education moved online, the fact that they get to enforce those concepts through a lab has been invaluable for them. We have also recently upgraded our labs with new equipement and new scenarios, which we believe has also contributed to their success.

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)*
We would like to include the use of a language-learning lab for our first-semester students. We believe this would make their transition to the laboratory classes easier and allow them to focus on higher-level concepts in these classes by spending less time re-enforcing concepts from the first-semester classes. However, this idea has been hiatus since the start of the pandemic; when we finally have closure on the pandemic, we will revisit the idea.

UAA Academic Affairs
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PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. **In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.**
    ☐ Course curriculum changes
    ☐ Course prerequisite changes
    ☒ Changes in teaching methods
    ☒ Changes in advising
    ☐ Degree requirement changes
    ☒ Degree course sequencing
    ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
    ☐ Changes in program policies/procedures
    ☐ Changes to Program Student Learning Outcomes (PSLOs)
    ☐ College-wide initiatives (e.g., High Impact Practices)
    ☐ Faculty, staff, student development
    ☐ Other
    ☐ 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 help you demonstrate this. *(750 characters or less)***
    We have not implemented the changes yet, but we are hoping to see improvement in our laboratory class scores (Student learning outcome 4).

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for their 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 pre-requisites, 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**

your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). *Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.*	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for 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. *Data source: RPTP 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.

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)*
100% of our students who have chosen to take the flight dispatcher certification test, which includes both a written and oral exam, have passed.

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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 copy 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 Air Traffic Control Program shows a high level of effective teaching and meeting the program student learning outcomes. They maintained the upmost professionalism and ability to educate students during the unique issues created by 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 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 indicate our focused core competency for the program and class to the student.

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:

DocuSigned by:

Raymond Earle Weber

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Date: Select date.
January 4, 2022