



3211 Providence Drive
Anchorage, AK 99508-4614
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2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/13/2021

Submitted by: Levi Hohl, Assistant Professor, lmhohl@alaska.edu

Program(s) covered in this report: Aviation Maintenance Technology - Airframe UC

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: The AMT program requires Federal Aviation Administration (FAA) curriculum approval and FAA oversight per CFR 14 Part 147.

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.**
 - **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**



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characters or less)

All of the classes helped me to advance my knowledge and skill levels in aviation. The final capstone classes focused my development of personal integrity. By doing tasks the 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.

- **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)

- **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)

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.**

- 1) Demonstrate proficiency of entry-level aviation maintenance skills - Met faculty expectations.
- 2) Demonstrate proficiency in emphasis area skill: Airframe - Met faculty expectations.
- 3) Demonstrate knowledge of aircraft structures and systems, as well as appropriate FAA regulations- Met faculty expectations.
- 4) Demonstrate knowledge of industry information: current status, segments, and opportunities - Met faculty expectations.

Note: The assessment data and review of program trend by faculty was completed but not compiled into the master assessment spreadsheet

- 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)**

The process, collection of data, and analysis of data is outlined in the: Aviation Maintenance Technology Program, Airframe Certificate,, Educational Effectiveness Assessment Plan. The faculty have discussed the challenges. accomplishments and student outcomes and have concluded that the results of AY21 support the trend of educational quality the program wishes to achieve. Feed



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back from the Aviation Industry Advisory Board has been suspended due to the restrictions of the pandemic. However, the faculty and staff are in contact with colleges in industry and frequently seek their feedback. The retention of pertinent educational data is also required by the FAA for oversight and FAA review.

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

The findings were found to be exceptional under the pandemic restrictions and attributed to an exceptional student cohort. The students were challenged and successful during this academic year. Understandably this year's results dipped a little, but retained the "B" level in both the external and internal measures. These results are consistent with our expectations and the long-term trends of the program. The faculty are satisfied with these results.

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)

None at this time. There were two issues related to the decision of not making changes at this time. The lifting of the pandemic restrictions and the pending changes to CFR Part 147 regulations its impact on the curriculum. We do see both of these future changes as having a positive impact on student learning outcomes and are in alignment with our long-term goals and expectations.

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



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☐ 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)**

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 their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

- 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 Airframe certificate 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)

- 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 upmost 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 are and what our goal for the student is when we indicate

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
DAA807EA1B334FA...

Date: Select date.
January 4, 2022