



3211 Providence Drive
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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: Matthew Stepp, Assistant Professor Aviation technology, mjstepp@alaska.edu

Program(s) covered in this report: Professional Piloting 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: The Federal Aviation Administration is our Specialized Accrediting Agency for our Part 141 ground school and flight courses.

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.**



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- **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 generally exposed to professional excellence and community responsibility is ATA A200, Commercial Pilot Ground school. Students in this class are challenged to become a professional commercial pilot and hold themselves to a high standard of flying. They learn the importance of professional conduct, appearance, and how to work as a crew in a large team.

- **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.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

Demonstrate proficiency in instrument pilot and commercial pilot knowledge and flight skills.

B+, Exceeded Expectations

This year's results indicate a consistently high standard for our Professional Piloting students.

Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry

B- Met Expectations

We use the final exam scores for all AT 133 students, since that course covers Aviation Law, and Regulations examinations from ATP A116 Instrument Ground School and ATP A200 Commercial Ground School. These courses are taken only by professional piloting majors and occur nearer degree completion. Due to the COVID pandemic and turnover with our faculty, we were unable to obtain data points for this academic year from AT 133

Demonstrate knowledge of the issues affecting aviation safety and safety management

B- Met Expectations

We use the final exam scores from AT 233, Aviation Safety, and from the final project for AT233 is



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giving us an optimum measure of aviation safety knowledge. It has been determined that measures taken nearer the end of a student's studies provide better evidence of outcome achievement than measures taken at or near the beginning of those studies. This year's results indicate a consistent high standard for our Professional Piloting students.

Demonstrate knowledge of aviation weather and of aviation weather services

B- Met expectations

We used measures taken from ATA 200 Commercial Ground School Weather exam and ATA 235 Elements of Weather final exam, which provide an accurate assessment of knowledge of aviation weather. Due to the COVID pandemic and turnover with our faculty, we were unable to offer ATA 235 and therefore only used data from ATA 200.

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 faculty.

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. Overall our students are meeting expectations of the program outcomes and therefore indicate that we are able to provide quality education even during this difficult time.

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)

At this time, due to faculty turnover in this program, the current plan is to address our staffing needs with more long-term faculty to maintain some form of standardization. With the changes and needs of the pandemic, shifting to some online format has allowed flexibility in teaching and student learning. Many students are able to complete classes they were unable to in the past due to being able to take the course remotely. This is something the administration will take into consideration.



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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)**

Due to the pandemic, the major unplanned change was to move to an online format. This caused some data to be difficult to collect, compounded with faculty turnover in the program.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

- 8. 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)**

A high majority of our pilots pass their FAA check rides and are well prepared to enter the piloting profession.



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- 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 piloting program has had a significant amount of turnover, with an almost complete replacement (and then further reduction) of the faculty. The program has maintained its expected SLO at an acceptable level, which was impressive. In this case, as we bring in new faculty the program should attempt to maintain consistency through the transitions.

- 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
DAA667EA1B334FA...

Date: Select date.
January 4, 2022