UAA Academic Affairs
UNIVERSITY *of* ALASKA ANCHORAGE

2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/28/2022

Submitted by: Sherri LaRue, sllarue@alaska.edu

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

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): 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 (FAA). Upon completion of the program, students are allowed to test for a flight dispatcher certification. In AY22, all students who chose to test were successful.

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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in these two core competencies.

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

   - **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. *(500 characters or less)***

   - **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. *(500 characters or less)***
   One of the classes required for the degree, ATC440 now has a "book club" assignment, that looks at what happened with the Boeing 737Max, and what role FAA inspectors played in these incidents. We discuss the the FAA inspectors' obligations to fully regulate operators, and how failing to do so resulted in a failure to protect the general public.

   B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

   - **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)***
   We would hope that they would say we model this in our classroom and laboratory environment. As we are a two-year technical program, we don't typically have assignments that would easily lend themselves to this topic, so we rely on classroom behavior.

   - **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. *(500 characters or less)***
   Again, as a two-year technical program, we really don't have anything designed to do this. Our students are however, required to take the GERs associated with all AAS degrees, so we rely on those courses to address some of these topics.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY22. 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 fairly 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: 82.5%, slight increase. Exceeded Faculty expectations.

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

Student knowledge of industry trends: 85.1%, slight increase. Exceeded Faculty expectations.

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

3. **Describe your assessment process in AY22 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 continue to perform at a high level. Their scores indicate they are engaged in the material. We attribute this partially to our inclusion of laboratory scenarios and time in all of our more advanced classes, which typically are met with great enthusiasm by the students. Our current scores indicate a stable program, with scores mostly showing a slight increase. The notable exception is students' knowledges of operating limitations and performance, which showed a 7% decrease. We are aware of this and will be cognizant of any further decline. As this is the first time for this, however, we do not currently plan any changes. An area of moderate increase was in our flight dispatch operations, which increased by 7.2%.

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 did not make changes to the plan. We feel the plan adequately represents both what we teach and how well we are doing it. We will monitor for continued decrease in our scores for aircraft performance and limitations.

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 AY22.

   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 are happy with the new course sequencing and how it is affecting our students' learning. We believe having the new lab fully operational will only increase that. Both faculty members remain updated on current FAA hiring and training procedures, which we then incorporate into our programs. An example of this would be recent changes to the training map used by the FAA in Oklahoma City. The faculty member in charge of our lab updated all of our lab training materials to reflect those changes.

8. **PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.**

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 course structuring, our students have a 100% successful completion rate at the FAA academy (based on self-reporting by students, no official statistics are available). Also, 100% of our students who have chosen to test for the aircraft dispatchers continue to be successful. Since the beginning of our program, this has been the case and we have contributed to the local aviation community with this critical-needs job. This is also a great credit to our current adjunct, Mr. Marty Case.

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?** *(750 characters or less)*

   The ATC program should continue to work with the Dean's office to develop an effective marketing plan. The program's students do well in industry and at the FAA academy, but there is a lack of awareness that the program exists in Alaska.

2. **What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies?** *(750 characters or less)*

   The program has taken a number of steps to develop an effective course sequence. It is working well now as shown in the outcomes. Additionally, the pass rate at the FAA academy is unheard of in industry. This is to be commended, the overall pass rate at the academy is around 50% and to have a class of students all complete the academy successfully is truly astounding.

Dean's signature: **Date:** 2/3/2023