

REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 11/15/2023

Assessment Plan covered in the report: Aviation Maintenance Technology - Powerplant UC

College: Community and Technical College

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Submitted by: Assistant Professor David J. Helms, Training Director, djhelms@alaska.edu

After responding to the questions below, 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.

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations; 2. Adopt critical perspectives for understanding the forces of globalization and diversity – Met faculty expectations.

- 1) Demonstrate proficiency of entry-level aviation maintenance skills - Met faculty expectations.
- 2) Demonstrate proficiency in emphasis area skill: Powerplant - Met faculty expectations.
- 3) Demonstrate knowledge of aircraft engines 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.

- 2. Describe your assessment process in AY23 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. (1000 words or less)**

The process, collection of data, and analysis of data is outlined in the: Aviation Maintenance Technology Program, Powerplant Certificate, Educational Effectiveness Assessment Plan. The faculty have discussed the challenges, accomplishments, and student outcomes and have concluded that the results of AY23 support the trend of educational quality the program wishes to achieve. 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.

3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)

The findings were found to be excellent post pandemic and attributed to a seamless transition from pandemic restrictions into normal program conduct. The students were challenged and successful during this academic year. These results are consistent with our expectations and the long-term trends of the program. The faculty are satisfied with these results.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Yes

- i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

While student success, both in terms of academic achievement and post graduation employment, have been and continue to be exceptional, recent changes to 14 CFR Part 147 present an opportunity to streamline and modernize our curriculum. A working group made up of AMT faculty and staff has convened in order to draft and propose changes and improvements. We envision these planned changes as having a positive impact on student learning outcomes and are in alignment with our long-term goals and expectations.

5. 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 AY23. *(If no options above were selected)*

If you checked "Other" above, please describe. (100 words or less)

N/A

- 6. 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. (1000 words or less)**

All graduates (100%) of the AMT Powerplant certificate who have chosen to become certified by the FAA have passed their written, oral, and practical examinations. All graduates (100%), excluding retired graduates, who have chose to work in the aviation industry have obtained post-graduation employment. This year, for the first time, a team of AMT students travelled to, and participated in, the Aerospace Maintenance Competition. As described by the governing body, "teams representing educational institutions, commercial airlines, repair and manufacturing companies, general aviation, and space compete to learn from one another and find out who's the best of the best". The team placed 8th out of 30 participating colleges and 31st out of 84 total participants, a showing that is nothing short of phenomenal for a first-time effort. This is supported by the fact that the overall placing includes all participants. When a team of students is able to best 53 other teams of competitors that include seasoned aviation maintenance professionals, it is proof positive that our AMT program is of the highest quality.

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_ooa@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.

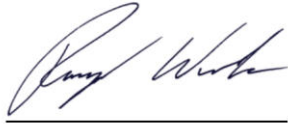
- 1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)**

The Aviation Maintenance program has continued to have significant employment rates and students are meeting the student learning outcomes. I would recommend that the faculty and staff continue to revise the curriculum to match the improved regulations and reduce the credits required for students in the program. This will reduce the fiscal burden on the students.

2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)

The Aviation Maintenance Technology Faculty have been instrumental at getting the word out about our students to industry. The students are getting employment and the UAA AMT team placed highly. I commend the AMT faculty in their hard work and focus on student industry relations as well as the student placement in industry.

Dean's signature:

A handwritten signature in black ink, appearing to read "Randy White", written over a horizontal line.

Date: 1/6/2024