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is ATA A200, Commericial 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 professsional 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 consistent 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 giving us an optimum measure of aviation safety knowledge. It has been determined that measures

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taken nearer the end of •šµ vš[• •šµ] • ‰Œ}À] šš Œ À] v }(}µš }u 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 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. 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

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 •šµ vš[• Æ‰ Œ] v X Kv šZ u] ‰Œ}PŒ u o À oU]š v Œ o 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

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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 degre 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 the 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, whe 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, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP NB. Discipline acts as a proxy fo a program. Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.	Low pass rates are one critical wa 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 extern to the course itself, including, among other things, the use of hig-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 th data can inform planning, decision making, and the allocation of resources to programs and service 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)

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