UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
Aviation Maintenance Program
2020-2021

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- **Program learning outcomes**
- **Procedures for assessing the achievement of student learning**
- **Procedures for analyzing and interpreting assessment results for the**

A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10 of each year. (If October 10 falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Student Learning Outcomes

1. Name of program: ***Aviation Maintenance***

2. Name of individual compiling report: ***Vince Gemmiti***

3. Date of submission: ***Oct 15, 2021***

4. Academic year: ***2020-2021***

5. Is the assessment plan

☐ an initial plan for the program ☐ a revision of an old plan ☒ unaltered from previous year

6. Provide a mission statement of the program to include a description of the jobs/careers for which students are being prepared. Also, list the learning outcomes for your program.
The Aviation Maintenance Program prepares students to safely maintain aircraft and protect the lives of aviators, passengers and the general public. Careers span the whole gamut of aviation from general aviation to commercial space travel. Program learning outcomes include 1 Attaining Knowledge and 2 Developing Skill.

7. Complete the curriculum map below. Please mark an X in the map below to indicate which courses correspond with learning outcomes. If applicable, you can also use I, D, or M to indicate that a learning outcome is introduced, developed to foster more sophistication, or demonstrated at a level of mastery acceptable for graduation within the program. Additional courses may be marked with an R to indicate reinforcement of a program learning outcome.

Supporting courses	Program Learning Outcomes						
	PLO #1	**PLO #2**	**PLO #3**	**PLO #4**	**PLO #5**	**PLO #6**	**PLO #7**
AVA 1110	**X**	**X**					
MTH 1203	**X**	**X**					
PHYS 1301	**X**	**X**					
AVA 2105	**X**	**X**					
AVA 2207	**X**	**X**					
AVA 2304	**X**	**X**					
AVA 2404	**X**	**X**					
AVA 2508	**X**	**X**					
AVA 2604	**X**	**X**					
AVP 1110	**X**	**X**					
AVP 1205	**X**	**X**					
AVP 1307	**X**	**X**					
AVP1407	**X**	**X**					

8. How does your assessment report connect to institutional learning outcomes?

To help with mapping your assessment data to the school's overall institutional outcomes, please check the boxes for the institutional outcomes directly associated with the assessment data presented in this report. For details on each outcome, see Appendix A.

☐ ILO #1 – Information Literacy

☐ ILO #2 – Technology Literacy

☐ ILO #3 - Communication

☐ ILO #4 – Critical Thinking

☐ ILO #5 – Quantitative Reasoning

☐ ILO #6 – Cultural Awareness

X ILO #7 – Professionalism

Part B: Assessment Methods and Data Sources

In this section of the assessment plan, learning outcomes for the program will be defined. Also, assessment methods and data sources for each outcome must be defined. Follow the instructions below to define and relate the program learning outcomes.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below.

Program Learning Objectives 1 & 2	Course	Assessment Method and/or Data Source
1. Attain Knowledge / Develop Skill	*AVA 1110*	*Final Exam / Practical Scores*
2. Attain Knowledge / Develop Skill	*MTH 1203*	*Final Exam / Practical Scores*
3. Attain Knowledge / Develop Skill	*PHYS 1301*	*Final Exam / Practical Scores*
4. Attain Knowledge / Develop Skill	*AVA 2105*	*Final Exam / Practical Scores*
5. Attain Knowledge / Develop Skill	*AVA 2207*	*Final Exam / Practical Scores*
6. Attain Knowledge / Develop Skill	*AVA 2304*	*Final Exam / Practical Scores*
7. Attain Knowledge / Develop Skill	*AVA 2404*	*Final Exam / Practical Scores*
8. Attain Knowledge / Develop Skill	*AVA 2508*	*Final Exam / Practical Scores*
9. Attain Knowledge / Develop Skill	*AVA 2604*	*Final Exam / Practical Scores*
10. Attain Knowledge / Develop Skill	*AVP 1110*	*Final Exam / Practical Scores*
11. Attain Knowledge / Develop Skill	*AVP 1205*	*Final Exam / Practical Scores*
12. Attain Knowledge / Develop Skill	*AVP 1307*	*Final Exam / Practical Scores*
13. Attain Knowledge / Develop Skill	*AVP 1407*	*Final Exam / Practical Scores*

2. Please check or highlight any of the statements below that apply to your program assessment. Also, for each program outcome, if applicable, attach any assessment instruments, grading rubrics, or exemplars of student performance used at the program level.

   X Rubrics and/or standardized tests were pilot-tested and refined.

   ☐ Rubrics were shared with students.

   ☐ Reviewers were calibrated with high inter-rater reliability or norming workshops.

3. Also discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).
   N/A

4. Describe the process of analyzing the assessment data, including specifically discussion of results and collaboration among faculty in the program, for the last academic year. Also, check below any of the following statements that apply to your program assessment. ***UA-PTC Aerospace staff/faculty review student training records after every section of training (approximately 8-10 times per semester). If a trend develops we collectively decide on a solution to correct the deficiency.***

☐ Comparative data used when interpreting results and deciding on changes for improvements.

X National standards, collaboration with sister programs and/or research data were used to ensure the program was held to high standards.

5. Complete the chart below or attach documentation of the assessment results that includes the data included below. Results should include total number of students assessed, the distribution of scores, relevant and detailed interpretation, student strengths and weaknesses, and whether the target was met.

Program Learning Objectives	Assessment Findings/Conclusion 340 students: 325 passed, 15 failed
1. Attain Knowledge	***Total success rate for the year 90.5%. Failure rate of 9.5% is tied to continuous attendance problems.***
2. Develop Skill	***No trends were evident on student Practicals.***

Describe your use of results, including planned improvements to the program and/or any follow-up studies that confirmed that changes have improved student learning. ***The most conclusive findings for the 9.5% of our students that failed final exams for the year are all tied to poor attendance. Every student that failed had chronic attendance problems that led to them "timing out" in several sections. FAA regulations state "a student may not miss more than 15% of the time allocated for a specific subject before receiving a failing grade."***

6. What specific changes were implemented this year based on last year's results?
More emphasis is place on making students understand poor attendance leads to failure. Ultimately, if they choose not to attend class we'll continue to have failures.

7. What specific budgetary resources are needed for your program based on your assessment results?
None

8. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.
Our program is not assessed on a course level but on a section and program level. This may be difficult to understand without seeing a student's training record in person. Also, most of the knowledge and skills they develop are not necessarily from one section but from a compilation of several sections.

Appendix A – UA-PTC's Institutional Learning Outcomes

1. Analyze information from credible sources. (Information Literacy)

This may include the ability to:

- Locate relevant information
- Evaluate the quality and usefulness of the information
- Synthesize the information.
- Communicate the information in an ethical manner consistent with the standards of the field or program of study.

2. Appropriately apply a variety of technology tools within one's discipline. (Technology Literacy)

This may include the ability to:

- Acquire information,
- Solve real-world problems,
- Communicate, and/or
- Perform tasks and processes.

3. Communicate effectively with diverse audiences in multiple contexts. (Communication)

This may include the ability to:

- Develop, organize, and present orally well-supported and ideas formally and informally with consideration of community and context.
- Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.
- Clearly express ideas, information, and concepts in various modes and media, including the proper use of appropriate technology.
- Select and utilize means of communication appropriate for a variety of professional, civic, and social circumstances, environments, and communities.
- Consider diverse communities in multiple contexts.

4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)

This may include the ability to:

- Apply appropriate methods to solve problems or address issues.
- Use evidence to justify conclusions.

5. Use quantitative methods to solve problems. (Quantitative Reasoning)

This may include the ability to:

- Analyze and interpret quantitative information.
- Apply quantitative concepts and skills to solve real world problems.

6. Demonstrate awareness of cultural differences. (Cultural Awareness)

This may include the ability to:

- Explain how similar actions can be understood differently depending on cultural context.
- Evaluate the impact of culture on individuals and groups.

7. Demonstrate career readiness skills. (Professionalism)

This may include the ability to:

- Demonstrate personal accountability.
- Meet commitments.
- Demonstrate ethical behavior.
- Demonstrate teamwork.