Subject Area Committee Name: Aviation Maintenace Technology

Contact Person

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Document your plan for each of the two focal analysis assessment* projects your SAC will be doing this year in separate Annual Plan forms. If your SAC is using an assessment design that captures two outcomes in a single project, use a separate planning form for each outcome. Complete each section of each form. In some cases, all of the information needed to complete the section may not be available at the time the report is being written. In those cases, include the missing information when submitting your Year-End Report.

- Use separate report forms for each outcome your SAC is assessing.
- Refer to the help document for guidance in filling-out this report. If this document does not address your question/concern, contact your SAC Assessment Coach for additional help.

This report documents your current plan. Your plan may change. If so, include changes to this plan in the Year-End Report.

When conducting a focal outcome analysis, SACs should strive to follow the basic Assess-Address-Reassess process:

1. Identify an area of investigation
2. Assess
3. Address your findings by making adjustments (if called for)
4. Reassess

*Focal outcome analysis is defined to be a thorough analysis of a degree/certificate outcome (or elements of a chosen outcome). This deeper analysis should be driven by an attempt to improve student learning (e.g., assessment motivated by faculty curiosity, anecdotal experience, or summary data evidence that is somehow troubling).

1. Outcome Chosen for Focal Analysis

A. Degree/Certificate Outcome	Develop and act upon a personal attitude and plan of "Safety Awareness" and compliance that includes one's self, ones' co-workers, the work area, and the aircraft.
B. PCC Core Outcome:	Self Reflection
C. If what you are focusing-on in this project is an aspect, element, or specific part of your degree/certificate outcome, please describe your narrower focus below:	
D. Why was this degree/certificate outcome (or an aspect of it) chosen for this focal project?	
The Self Reflective aspect of this degree/certificate outcome was chosen because it is important that students reflect on their actions and decisions made in the name of workplace safety. Focusing on this degree/certificate outcome will allow the instructor and the SAC as a whole to better gauge where students are in their understanding & awareness of safety & their role in keeping their environment hazard-free.	

2. Project Description

A. Assessment Context

Check all the applicable items:

☒ **Course based assessment.**
    Course number(s): AMT108, AMT216 and AMT225
    Type of assessment (e.g., essay, exam, speech, project, etc.): Exam

    Are there course outcomes that align with this aspect of the core outcome being investigated? ☒ Yes   ☐ No
        If yes, include the course outcome(s) from the relevant CCOG(s): Utilize the General Subject Area content skills that are expected of those entering the aviation maintenance industry, Utilize the skills that are expected of those entering the aviation maintenance industry as a certified Aircraft Mechanic with an airframe rating, and Utilize skills that are expected of those entering the aviation maintenance industry as a certificated Aircraft Mechanic with a powerplant

rating.

☐ **Common/embedded assignment in all relevant course sections.** An embedded assignment is one that is already included as an element in the course as usually taught. Please attach the activity in an appendix (provided that publicly revealing this activity will not compromise future assessments or uses of the assignment). If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

☐ **Common – but not embedded - assignment used in all relevant course sections.** Please attach the activity in an appendix (provided that publicly revealing this activity will not compromise future assessments or uses of the assignment). If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

☐ **Practicum/Clinical work.** Please attach the activity/checklist/etc. in an appendix (provided that publicly revealing this activity will not compromise future assessments). If this cannot be shared, indicate the type of assessment (e.g., supervisor checklist, interview, essay, exam, speech, project, etc.):

☐ **External certification exam.** Please attach sample questions for the relevant portions of the exam in an appendix (provided that publically revealing this information will not compromise test security). Also, briefly describe how the results of this exam are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated.

☐ **SAC-created, non-course assessment.** Please attach the assessment in an appendix (provided that publicly revealing this assessment will not compromise the validity of future assessments). If the assessment cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

☐ **Portfolio.** Please attach sample instructions/activities/etc. for the relevant portions of the portfolio submission in an appendix (provided that publically revealing this information will not compromise the validity of future assessments). Also, briefly describe how the results of this assessment are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated:

☐ **TSA.** Please attach the relevant portions of the assessment in an appendix (provided that publicly revealing this assessment will not compromise the validity of future assessments). If the assessment cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

☐ **Other.** Please attach the activity/assessment in an appendix (provided that publicly revealing this information will not compromise the validity of future assessments). If the activity cannot be shared, please briefly describe:

B. How will you score/measure/quantify student performance?

☐ **Rubric** (used when student performance is on a continuum - if available, attach as an appendix – if in development – attach to the Year-End Report)

☐ **Checklist** (used when presence/absence rather than quality is being evaluated - if available, attach as an appendix – if in development – attach to the Year-End Report)

☒ **Trend Analysis**

☐ **Objective Scoring**

☐ **Other** – briefly describe:

C. Type of assessment (select all that apply)

☒ **Quantitative Measures**   ☒ **Qualitative Measures**   ☐ **Direct Assessment**   ☐ **Indirect Assessment**

If you selected 'Indirect Assessment', please share your rationale:

D. Which quarter will student artifacts (examples of student work) be collected? If student artifacts will be collected more than once, check all that apply.

☐ **Fall**   ☐ **Winter**   ☐ **Spring**   ☒ **Other** (e.g., if work is collected between terms)

E. When during the term will it be collected? If student artifacts will be collected more than once, check all that apply.

☐ **Early**   ☐ **Mid-term**   ☒ **Late**   ☐ **n/a**

F. What student group do you want to generalize the results of your assessment to?

All students

G. There is no single, recommended assessment strategy. Each SAC is tasked with choosing appropriate methods for their purposes. Which best describes the purpose of this project?

☒ **To measure established outcomes and/or drive programmatic change (proceed to section H below)**

☐ **Preliminary/Exploratory investigation**

If you selected 'Preliminary/Exploratory', briefly describe your rationale for selecting your sample of interest (skip section H below):

H. Which will you measure?

☒ **the population** (all relevant students)
☐ **a sample** (a subset of students)

If you are using a sample, select all of the following that describe your sample/sampling strategy (refer to the Help Guide for assistance):

☐ **Random Sample**
☐ **Systematic Sample**
☐ **Stratified Sample**
☐ **Cluster Sample**
☐ **Voluntary Response Sample**
☐ **Opportunity/Convenience Sample**

The last three options in bolded red have a high risk of introducing bias. If your SAC is using one or more of these sample/sampling strategies, please share your rationale:

I. Estimate the size of the group you will be measuring (either your sample or population size). Often, this can be based on recent enrollment information (last year, this term, etc.):

15-20 students each class. (45-60 total)

3. Project Mechanics

A. Does your project utilize a rubric for scoring?   ☐ **Yes**   ☒ **No**

If 'No', proceed to section B. If 'Yes', complete the following.

How will inter-rater reliability be assured (see the Help Guide for more information)?

☐ **Agreement** – the percentage of raters giving each artifact the same/similar score in a norming session
☐ **Consensus** - all raters score all artifacts and reach agreement on each score
☐ **Consistency*** – raters' scores are correlated: this captures relative standing of the performance ratings - but not precise agreement

Consistency* is generally only recommended when measuring student improvement – not for showing outcome attainment. See the Help Guide for more information.

B. Have performance benchmarks been specified?

A typical benchmark might identify the expected level of student attainment (e.g., "demonstrated" or "present" for a checklist; "mastery/competent/emerging" for a rubric, etc). In other cases, a benchmark may establish the expectation for the percentage of correct/satisfactory answers/performances (e.g., 90%). Note that both yes and no responses can be reasonable and justifiable.

☐ **Yes** (determined by national certification exam)
☐ **Yes** (determined by prior assessment results for this or a similar aspect of the outcome being investigated)
☐ **Yes** (determined by prior pass/fail rates for the course
☐ **Yes** (determined by post-requisite course expectations within PCC)
☐ **Yes** (determined by post-requisite course expectations for transfer institution)
☐ **Yes** (other). Describe briefly:
☒ **No**

If yes, briefly describe your performance benchmarks, being as specific as possible (if needed, attach as an appendix):

If no, what is the purpose of this assessment (for example, this assessment will provide information that will lead to developing benchmarks in the future; or, this assessment will lead to areas for more detailed study; etc.)?

This assessment will lead to areas for more detailed study.

C. The purpose of this assessment is to have SAC-wide evaluation of student work, not to evaluate a particular instructor or student. Before evaluation, remove identifying student information (and, when possible remove instructor identifying information). If the SAC wishes to return instructor-specific results, see the Help Guide for suggestions on how to code and collate. Please share your process for removing identifying information.

D. Will you be coding your data/artifacts in order to compare student sub-groups?   ☐ **Yes**   ☒ **No**
If yes, select one of the boxes below:

☐ **student's total earned hours**   ☐ **previous coursework completed**   ☐ **ethnicity**   ☐ **other**

Briefly describe your coding plan and rationale (and if you selected 'other', identify the sub-groups you will be coding for:

E. Ideally, student work is evaluated by both full-time and adjunct faculty.

Other groups may be appropriate depending on the assessment. Check all that apply.

☐ PCC Adjunct Faculty within the program/discipline
☐ PCC FT Faculty within the program/discipline
☐ PCC Faculty outside the program/discipline
☐ Non-PCC Faculty
☐ Advisory Board Members
☐ External Supervisors
☐ Other:

Embedded Assignment Activity:
Students will answer or respond to several questions requiring their own self-reflection of their skills, progress, actions, knowledge and attitude toward safety.

If available, attach the following: assessment activity (section 2A); rubric/checklist (2B); benchmarks (if needed).