

Professional Piloting - Associate of Applied Science - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2023-2024

Mid-Cycle Review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

The Professional Piloting program has been historically low-enrolled with few degree completers. This is ultimately due to the lack of flight training associated with UAF. Students can, and a few do, get flight training through a private flight instructor and can complete the AAS classes to graduate. This is extremely rare however because there is no FAA-certified flight school in the interior and if there was, if not connected to an institution of higher learning, it is very difficult at best to apply any student aid to that flight instruction cost. In response to this, the Aviation Department is actively working towards UAF-affiliated, FAA-approved flight instruction. There is an imminent partnership with Neacola Mountain Air, an FAA-certified flight school in Palmer as well as internal exploration of a stand-alone UAF Flight School at the existing Aviation Facility at Fairbanks International Airport. In the meantime, the program does not employ any full-time faculty by relying solely on adjuncts to teach the Professional Piloting courses. Given their low enrollment, they are often cancelled or, more rarely, taught with adjuncts who agree to be paid on a per-student-per-credit basis to keep the cost of offering the AAS to an absolute minimum.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

In 2021 and 2022, the graphs show no Professional Piloting AAS completers so "outcomes" aren't measurable, although that certainly says something about program performance.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

As mentioned above, the department has been exploring ways to offer UAF-affiliated, FAA-approved flight instruction for some time. While a complete "UAF flight school" is being explored, the department is actively partnering with Neacola Mountain Air, an FAA-certified flight school in Palmer to offer flight instruction through UAF,

in connecting with the AAS. Flight students at Neacola will also take the AAS courses at UAF to receive their degree and FAA Commercial Helicopter Pilot's license. To accomplish this, the Neacola FAA-approved training outline had to be incorporated into the AAS. This was done by creating new "Rotorwing Flight Instruction" classes that mirrored their training and will serve as the required degree electives for the AAS (these classes are already through the Undergrad Curriculum Review Committee and are going before Faculty Senate as of Fall 2023). Future plans are to offer this as a formal degree concentration as soon as there are other concentration options such as "Commercial UAV" and "Commercial Airplane" flight instruction. The expectation is that as soon as an MOA can be forged between Neacola and UAF, Professional Piloting credit hour production and AAS majors and completers will skyrocket.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or Julia Manfredini in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

Student Success Data Dashboard

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends: (please indicate the trends that apply to your program)

Decline in degrees awarded

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

None of these

Collaborative Assignments & Projects

Undergraduate Research

Diversity/Global Learning

ePortfolios

First-Year Seminars & Experiences

Writing-Intensive Courses

Service-Learning and/or Community-based Learning

Internships

Capstone Courses & Projects

Other or None of these (explain)

Of these listed, none of them seem appropriate for this elective-heavy, vocational AAS. As the program evolves with the new flight training options, perhaps these will be explored and implemented if deemed necessary for student success in this program.

Submission

Submitter & Collaborator Names

Kevin Alexander

Submitter Email

kwalexander@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

--

Explanation of Recommendations

The review panel acknowledges the time and effort that went into preparing the mid-cycle program review for the Professional Piloting AAS program. The program recognizes that it has had historically low enrollments due to the lack of flight training associated with UAF and not having an FAA-certified flight school in the Interior. The Aviation Department is actively working towards UAF-affiliated, FAA-approved flight instruction and reported an imminent partnership with Neacola Mountain Air, a FAA-certified flight school in Palmer. Also being explored is a stand-alone UAF Flight School at the existing Aviation Facility at Fairbanks International Airport. The program has curricular updates in review in the Faculty Senate this academic year, which should allow the program to finalize the MOA with Neacola Mountain Air to allow for the flight training portion of the AAS. The review panel encourages the program to continue to forge those relationships to complete a MOA to fully deliver the program. The program believes that this MOA will yield an increase in majors and degree completion. It would be important to review and update the SLOA when the flight training portion is in place and can be incorporated into the AAS program.

Learning Outcomes Feedback

Requires Major Revision

Student Learning Outcomes Assessment Feedback (tags)

Missing active verbs, Missing curricular connection

Student Learning Outcomes Assessment Feedback (narrative)

The program provided 3 SLOs for the Professional Piloting AAS SLOA plan. The review panel offers the following recommendations to improve upon the program's SLOAs:

- SLO # 1 is a program outcome and not tied to student learning. The program is encouraged to retain this measure of outcome assessment for their own internal tracking purposes (just not use it as part of program review).
- SLO #s 2 and 3 were not well-defined SLOs as written. These two statements could be updated to be SLOs if the program defines the skills and/or knowledge to be attained by students in the program. Note that these cannot be assessed post-graduation by employers (SLO #2) or through other programs (SLO #3). These need to be revised to be assessed by the program in terms of skills and/or knowledge obtained by students in the program.
- Per guidance from the NWCCU for accreditation purposes, they recommend that degree programs have between 3-5 SLOs per program. As a result, the program will need to identify at least one more SLO that is not a program outcome and that indicates skills and/or knowledge attained by students from the program. This should be done by the program as they refine their SLOs during their development year in advance of their full program review in two years.
- The program might consider revising the outcomes to include more "action" words. It is difficult to assess things like "understand" or "recognize." "Identify", "explain", or "analyze" are clearer outcomes to assess.

There were no artifacts/rubrics/student data added. NWCCU requires programs to submit these documents, please make sure to submit them for the full program review. Following NWCCU guidance, SLOA plans must emphasize "closing the loop" and continuous improvement, ensuring each SLO within the plan is assessed individually to verify alignment with program objectives. If a SLO fails to produce the expected assessment outcome, adjustments to SLO language, substantial changes to the SLO, or revisions to data collection rubrics are necessary to ensure alignment and facilitate program improvement.

Student Success & Equity Feedback

The program identified a decline in majors but provided no narrative discussion tied to this tag. There was also no identification of any other tags and/or discussion of equity gaps. The review panel noted that majors did decline from 26 to 14. The program had 2 graduates in 2019, 2020, and 2023. Although equity gaps were not identified, there was a higher proportion of [REDACTED] and [REDACTED] students. However, there is some diversity in graduates with [REDACTED] and [REDACTED] graduates.

High-Impact Practices Feedback

There are no high-impact practices identified, though it seems reasonable that there must be some. If not, please consider incorporating HIPs, as they have been shown to increase student engagement and success. All HIPs should include an in-depth narrative, examples of student activities and/or products, and where the HIPs fit into the curriculum.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Associate of Applied Science- Professional Piloting

University of Alaska Fairbanks Community and Technical College

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: The Professional Piloting program provides individuals with quality academic, technical and professional skills required for entry-level employment in the civilian or public aviation industry. GOAL STATEMENT: ⇒ Make students attractive candidates for job offerings and promotions within the aviation industry and related fields. ⇒ Provide instruction to students for personal and recreational endeavors ⇒ Provide a unique learning environment where students can obtain high quality classroom	Students who complete an A.A.S. Degree in Professional Piloting will possess the skills and knowledge to become competitive candidates for Alaskan, national, and international job openings and promotions within aviation and related fields.	Graduates will secure employment in aviation or a closely related field, or go on for additional education and training. Students will satisfactorily complete all areas of FAA qualifying exam in AVTY F100, AVTY F102 and AVTY F200. Students will pass FAA exams for ratings sought.	Program head will annually survey graduates to determine employment and/or additional education. Instructor of each class will analyze student performance in subject areas of each class every semester. Program head will annually review student performance on FAA exams.
	Employers of graduates of the Professional Piloting Program will be satisfied that these graduates possess the skills and knowledge (in the areas of communication, critical thinking, computation, human relations, vocational experience, manipulative skills and a thorough	Input will be solicited from employers of graduates every fall semester to gauge the student's preparation and relevance of the graduate's skills in communication, critical thinking, computation, human relations, vocational experience, and manipulative skills.	Program head will annually survey employers and graduated students to determine satisfactory skills and knowledge and disseminate results to faculty.

education, hands-on training, and practical vocational experience in a unique Alaskan Aviation Environment.	understanding and appreciation for the Federal Aviation Regulations) necessary for professionals in aviation or closely related fields.		
⇒ Respond to the needs of community, industry and government throughout Canada and the United States of America.	Students will meet expected outcomes in communications, computation, and human relations as listed in the core curriculum.	Student outcomes provided by core curriculum faculty in ENGL 111X, ENGL 213X, COMM 131/141X, DEVM 105X, SOC 100X, and PSY 101.	Each program director will annually review their respective program to verify that students meet program requirements.

05/11/16 Roger Weggel