



Academic Program Review

Program Name: Aviation Maintenance – Associate of Applied Science

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

The comment was made that the program reviews appeared identical between Airframe, Powerplant and Airframe AND Powerplant certificates. This review will likewise be very similar as the only difference is the addition of the AAS GERs of 15 credits.

The majority of the recommendations were surrounding the SLO and SLOA. SLO changes have not been implemented as of yet but the department agrees these are needed. The program faculty have focused on the curriculum rewrite and implementation post-FAA rule change in 2023. As things are now settled out, the faculty can begin the needed major overhaul of its SLOs.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

FAA Test Pass Rate well above national norms, per the FAA. 100% Employment Rate. High employer satisfaction. Student success and program performance remain consistently outstanding. The faculty will update the SLOs per the previous recommendations. That said, as students are increasingly likely to struggle with math and writing, the program has instituted admissions requirements for at least math placement. As the department is advising students nearly a year in advance, the hope is that this will serve as an early intervention tool to get them the needed foundational math skills so they can focus more on the content of the classes, and not the math operations. This is expected to lead to an even greater number of AAS completers.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

The recent core curricular changes were made after years of small corrections being needed, but hampered by the difficulty in making revisions under the FAA rules. As soon as those rules changed, the department modernized the documentation but also made tweaks to the order of instruction and grouping of FAA subjects that made for a smoother student experience. It wasn't in a response to the SLOA per se, but more from direct student feedback and observations by the program faculty.

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

Communication outcomes in the SLOA plan are: **Embedded**

Check the checkbox to certify completion of the following tasks:

- ☐ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.
- ☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? **No**

If so, please summarize what changes were made.

Response:

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|--|--|
| ☒ Capstone Courses & Projects | ☐ Graduate Level Research |
| ☒ Collaborative Assignments & Projects | ☐ Writing-Intensive Courses |
| ☐ Diversity/Global Learning | ☐ Publications |
| ☐ ePortfolios | ☒ Communications |
| ☐ First-Year Seminars and Experiences | ☐ Scholarly Activities |
| ☐ Internships | ☐ Studios |
| ☐ Service or Community-Based Learning | ☐ Practicum |
| ☐ Undergraduate Research | ☐ Other |
| ☒ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update. Response:

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: **No Change**

Pass Rates: **No Change**

Student Credit Hours: **No Change**

Majors: **No Change**

Degrees Awarded: **No Change**

Other Trends (if applicable):

The PAIR data in the Dashboard doesn't drill down to the actual program level – only the department. Without that, the program faculty rely on their own observations given the cohorted nature of the program. For example, while the demographics and successes are very similar across the aviation maintenance programs, the piloting AAS will likely have different trends as that program is offered in an entirely different structure.

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

Much of the assessment of Aviation Maintenance students is done during the last 4 classes of the AAS Core Curriculum - Airframe Inspection, Engine Inspection, Airframe Testing and Powerplant Testing. The Inspection Classes serve as a capstone class in that it encompasses a large majority of the practical skills learned throughout the program. Testing classes serve as large assessment of the knowledge gained by testing students via written, oral and practical exams. Nearly all courses in the program involve collaborative projects in the shop (aka lab) environment. Nearly every course includes projects that have a written or oral communication component or both. These are strong characteristics of this program that helps UAF CTC Produce not only great aircraft mechanics, but great employees.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

UAF CTC Aviation prepares people for careers in Aviation Maintenance serving all categories and types of aircraft that serve Alaskan communities and beyond. With the added AAS degree, graduates are more qualified for supervisory/management positions as well as owning their own business, which many do.

How is your program related to others in the UA system?

Response:

The AAS degree ladders from the Airframe and Powerplant Certificate(s), even if a person earned their FAA Mechanic's Certificate through experience.

Who are your key community or external partners?

Response:

Alaska Airlines, Everts Air Alaska

What role do your services courses play, if any?

Response:

How do your graduates succeed after leaving the program?

Response:

Instant employment working on whatever type of aircraft they desire. Graduates make ████████ year their first year of employment.

Submitter and Collaborator Names:

Kevin Alexander, Professor of Aviation Maintenance Technology

Submitter Email:

kwalexander

Committee Review

Program Name: Aviation Maintenance – Associate of Applied Science

Academic Year 2025/2026

Overall Recommendations

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

- | | |
|--|---|
| ☒ Insufficient Narratives | ☒ Report Incomplete |
| ☐ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options Increase | ☐ Improve Time to Degree |
| ☐ Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☐ May be asked to share Effective Practices | ☒ Recommendation to University-Wide Committee |

Explanation of Overall Recommendations

Response:

The information presented by program faculty in this section seems to be a better fit for reporting on high-impact practices. It was difficult to determine whether the data is being used to close the gap due to a lack of updated information. No specific strategies noted for improvement. The narrative does not reflect the student's needs. It is recommended that program faculty develop strategies for making improvements, closing the loop from recommendations made during the past program review, and all of this should lead to a narrative that is responsive to students needs.

Student Learning Outcomes Feedback

- | | |
|--|---|
| ☐ Strong | ☐ Developing |
| ☐ Requires Minor Revision | ☒ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|---|--|
| ☒ Strong Alignment with SLOA Plan | ☐ Clear, Concise Presentation of Findings |
| ☐ Compelling Learning Story | ☐ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☐ Missing Curricular Connection |
| ☒ Missing Collaboration within Department | |

SLOA Feedback Narrative:

Program faculty were provided with strong recommendations in regard to student learning outcome assessments in their last review. It appears that none of the recommendations were assessed or acted on. While the review committee appreciates the focus on maintaining alignment with FAA requirements, the student learning outcomes should have been included as a part of that process. It is recommended that the program undergo review again in effort to update student learning outcomes that reflect what the skills and abilities are that students will graduate from the program with. Past recommendations on how to improve student learning outcomes are emphasized as being important to review and develop.

Student Success and Equity Feedback

Narrative:

Program faculty did not examine the student success dashboard thoroughly and state that the data in the dashboard does not drill down to the program level, when in fact it does. It is recommended that the program go under review again next year to include all required data and analyses asked of program faculty as a part program review process and requirements. While the responses to student success have been marked as having no changes, there have indeed been changes. For example the data reflects that the number of degrees awarded has fluctuated over the years, but has recently seen a strong increase in degrees awarded in 2025. The program also experienced an increase in student credit hours and number of majors After experiencing a dip in numbers in both during the program review period. The program has equitable rates of various student races. [REDACTED] student numbers increased greatly, as did the number of students who identify as [REDACTED]. All other races saw a slight drop, but there appears to be strong representation in this program. A recommendation may be to evaluate what practices were taken to increase [REDACTED] students and implement those same measures for all other students who identify outside of being [REDACTED] and [REDACTED]. While the number of [REDACTED] students in the program has remained the same throughout the reporting period, the number of [REDACTED] students has increased greatly and it would be worthwhile to evaluate which strategies were implemented that may have led to this increase in effort to maintain equity among [REDACTED] and [REDACTED] students. The pass rate for the number of [REDACTED] students in the program experienced some fluctuations throughout the years of the reporting period, but has leveled back out to the highest rate throughout the reporting period. The pass rate for [REDACTED] students, while experiencing a strong increase in the middle of the reporting period, has since dropped down drastically and it would be recommended that the program review what may have led to the decrease in the pass rate for [REDACTED] students. In regard to past rates among races, the past rates fluctuated throughout the reporting period but have all seem to level back out to normal rates. The past rates for [REDACTED] students experienced a major decline in 2024, and it may be worthwhile for faculty to assess what might have led to such a dramatic decline for black students in 2024 in an effort to prevent such a decline occurring again. It would be worthwhile for the faculty to review all of the trends to gain understanding of what is working, as well as what is not working. Program faculty did not include any Plans on how to address disparities or learn from increases and decreases throughout the reporting period. Were there inclusive practices implemented that lead to increases where increases occurred? Were there practices that were not implemented that may have led to decreases throughout the reporting period?

High Impact Practices Feedback

Narrative:

While program faculty did identify 4 high-impact practices, there is no information provided to clearly describe them or how they align with student learning outcomes assessment.

Reviewers are unable to determine if students are engaging in meaningful experiences. High-impact practices could be better integrated into the student learning outcomes so that they reflect how they are leading to students' ability to successfully acquire the student learning outcomes. At this time though, the student learning outcomes are not strong and need to be assessed and refined, keeping in mind that high-impact practices should be aligned and better integrated. There was very little reported to reflect or give feedback on.

Profile Feedback

- | | |
|---|---|
| ☒ Mission-Centric to College and/or UAF | ☐ Unique within UA |
| ☐ Collaborative with other UA Programs | ☐ Provides Job Placement for Graduates |
| ☐ Strong Post-Grad Success for Students | ☐ Strong Service Teaching Component |
| ☒ Strong Ties to Community or Industry | |

Financial Feedback

- | | |
|--|--|
| ☐ High Tuition Revenues | ☐ High Grant Revenues |
| ☐ Operates at Low Cost | ☐ Productive Faculty |
| ☐ Opportunities to Increase Revenue | ☐ Low Enrollment |

Reviewer Names:

Jackie Hatley, Laurel Keyer, Teisha Simmons

Dean Review

Program Name: Aviation Maintenance – Associate of Applied Science

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

Recommendation to University-Wide Committee

No

Vice Provost Review

Program Name: Aviation Maintenance – Associate of Applied Science

Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The review of the SLOA and SLOs is nearly identical to the 2023 mid-cycle review because the recommended revisions have not yet been implemented. This same pattern appears across the reviews for the Airframe, Powerplant, and combined certificates, as well as the AAS programs, so the feedback is consistent. For the 2027 mid-cycle review, the program will need to submit a fully revised SLOA with updated SLOs and associated artifacts, rubrics, and evidence included in the supplementary documents folder. The current SLOs require refinement: SLOs 1 and 2 function more as program outcomes rather than measurable student learning outcomes and should be removed from the SLO list but retained for internal program documentation. SLO #3 needs clearer definition regarding the specific skills and knowledge being assessed, and at least one additional SLO will be required to meet NWCCU's recommended 3–6 SLOs. Future reviews must include data, narrative analysis, and discussion of curricular strengths or needed improvements, even within FAA-regulated constraints.

Student success data show strong results overall, including high FAA pass rates, 100% employment, positive employer feedback, and meaningful increases in degrees awarded, SCH, and enrollment among [REDACTED] and [REDACTED] students. The program's lab-based, collaborative instructional approach and capstone-style courses clearly support persistence and skill mastery. However, disparities present in the PAIR data—such as declining pass rates for [REDACTED] and [REDACTED] students—were not addressed in the narrative and should be explicitly acknowledged. The program is encouraged to discuss student needs, barriers, and lived experiences, and to consider targeted supports or interventions for underserved student groups to ensure equitable outcomes across the program.

It is clear that High-Impact Practices (HIPs) are integrated into the curriculum and aligned with the program's learning outcomes, but the review team could not provide meaningful feedback due to limited detail in the submitted report. The program should revise this section to include more comprehensive descriptions of each HIP identified, along with specific examples demonstrating how they support student learning and relate to the revised SLOs. Additionally, closing the loop remains an essential NWCCU expectation: the program must document how assessment results lead to meaningful, evidence-based changes that improve curriculum, instruction, and student success. Including this evidence for each SLO will strengthen the narrative and provide a clear demonstration of continuous improvement for the 2027 mid-cycle review.



Department Profile and Financial Data

Department Name: **Aviation**

Last updated: 2025/2026

Department Profile and Financial Data

This section aligns with Board of Regents Policy 10.06 and supports systemwide consistency in academic program review. Responses are maintained across review cycles and may not need to be updated annually. Please review your previous answers and update only if necessary.

When answering the following questions, refer exclusively to the standardized Financial Data Template provided by UAF. Work with your data liaison to interpret the template accurately. Do not include any additional or alternative data — consistency across programs is essential. To maintain integrity and standardization across all of UAF it is very important that you do not provide any additional or alternative data from this template.

Confirmation of Review

Have you reviewed the information in this section and made any necessary updates? **Yes**

Financial Data Spreadsheet

☒ I have reviewed the Financial Template for updates and accuracy.

Cost Effectiveness

Please describe strategies such as instructional efficiency, shared resources, cross-listed courses, or other ways your department uses resources thoughtfully.

Response:

This program core recently went through a major rewrite in response to FAA Regulatory changes. This resulted in the program major comprising 60 credits, up from 49. This allows for a more sustainable financial model for the program as technical faculty become increasingly difficult to recruit and retain. A 25% tuition surcharge was also added eff Fall 25 to aid in maintaining the specialized instructional space at the airport.

Associated Programs

Program Name	Degree Type
Professional Piloting	AAS
Airframe & Powerplant	Certificate
Powerplant	Certificate
Unmanned Aircraft	OEC
Aviation Technology	Minor
Airframe	Certificate

Collaborator Name(s):

Kevin Alexander, Professor of Aviation Maintenance Technology

Collaborator Email(s):

kwalexander



Financial Data

Department Name: **Aviation**

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	1331	1196	1446	Provided in SCH tab in the student success data provided by PAIR.	
Service SCH				Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.	
Department FTEs	4.064416667	3.366666667	4.599916667	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	327.48	355.25	314.35		
Service SCH per Department FTE	0.00	0.00	0.00		

Majors in Programs	76	70	74	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	4.064416667	3.366666667	4.599916667	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	18.70	20.79	16.09		

Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable	
Total Expenditures					

Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH.	Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)	Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)	Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds
Fees				Course Fees (9159)	
Other UA Receipts/Revenue				e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE	
Total Revenue					

Workload Allocation	FY2023	FY2024	FY2025	
Teaching Units	98.57	78.87	62	Department faculty's workload units assigned to teaching
Service Units	18	18.15	18	Department faculty's workload units assigned to service
Research Units	0	0	0	Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	2.625	2.25	3	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	0.52275	0.2	0.68325	Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0.92	0.92	0.92	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	0	0	0	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Department FTEs	4.064416667	3.366666667	4.599916667	Sum of all employee FTEs

*Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)

Additional Comments:

Course fees include equipment refresh fees that are used to purchase large equipment items in current or future fiscal years. In FY24, [REDACTED] was used to purchase a lift and in FY25, [REDACTED] was used to support the hangar door project. Gift In Kind donations are not included in this financial data.

Information last updated by: Sheena Tanner / Martha Westphal

Date: 9/18/25