Academic Program Review

Program Name: Professional Piloting - Associate of Applied Science

Academic Year 2025/2026

Recent Recommendations

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

Response:

While the flight training partneship is still being exploered, there hasn't been substantail change to the program or SLO as of yet.

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:

With still very few completers, a meanginful SLOA isn't feasible therefore no SLO-driven changes were made, however...

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 deparment is evolving the program to attract more students and provide meaningful instruction. While we await the finalization of the flight training partnership, the department has added a concentration in UAV Operations (Drones) working through Faculty Senate this semester. The department has been resourced with a full-time faculty specifclally for this program for the first time in its history. The hope is that needed change can now occur making this much needed program much more productive. In the financials tab, it gets confusing. This program has only had adjunct faculty associated with it previous to late psring 2025 so assinging a workload of an FTE to it is tough to say the least. The added UAV courses already exist in an OEC so this will be a no-cost add on to this degree.

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: Not 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.

- [x] Capstone Courses & Projects
- [ ] Collaborative Assignments & Projects
- [ ] Diversity/Global Learning
- [ ] ePortfolios
- [ ] First-Year Seminars and Experiences
- [ ] Internships
- [ ] Service or Community-Based Learning
- [x] Undergraduate Research Labs
- [ ] Graduate Level Research
- [ ] Writing-Intensive Courses
- [ ] Publications
- [ ] Communications
- [ ] Scholarly Activities
- [ ] Studios
- [ ] Practicum
- [ ] Other
- [ ] 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:

By adding the UAV Concentration the degree now includes at elast Drone flight training labs that will serve as a capstone class where students will create their own FAA flight plans and execute flights in UAFs controlled airspace (lab) environment.

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.

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:

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 CTCs Professional Piloting AAS helps pilots level up thier careers by adding on to their existing FAA pilot certificate.

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

Response:

UAA CTC has professional piloting program as well and gradutes about the same number of AAS students per year. UAF still lack flight instruction but is working on it. UAF AAS degree earners can move on to UAAs 4-year degree.

Who are your key community or external partners?

Response:

Everts, Wrights.

What role do your services courses play, if any?

Response:

How do your graduates succeed after leaving the program?

Response:

Most are already employed or own their own businesses. This degree aids in career progression or business ownership.

Submitter and Collaborator Names:

Kevin Alexander, Professor of Aviation Maintenance Technology

Submitter Email:

kwalexander

Committee Review

Program Name: Professional Piloting - 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.

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

Explanation of Overall Recommendations

Response:

There is nothing included in the "close the loop" section of the document. The program is working to include a drone piloting program and are awaiting a flight training partnership. It is not specific on timeframes and SLOs are not complete nor fully relevant to this program.

Student Learning Outcomes Feedback

- [ ] Strong
- [ ] Developing
- [ ] Requires Minor Revision
- [x] 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:

There is a narrative written by the program for this section, however, based on the lack of SLOs it is difficult to determine whether this is a complete assessment of the SLOs.

Student Success and Equity Feedback

Narrative:

_ Reviewing the Student Success Dashboard, there are areas that could be addressed, for example gender, degrees awarded, and major. However, no information was provided to identify strategies used to address the data. Data needs to be analyzed. The review for this section is incomplete.

High Impact Practices Feedback

Narrative:

The Professional Piloting AAS program identified two HIPs in their review. However, there is no detailed description of these practices provided. The current discussion does not adequately explain how the HIPs are integrated into the SLOA. A more detailed narrative would enhance understanding of the program's practices and their effectiveness.

Profile Feedback

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

Financial Feedback

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

Reviewer Names:

Suzan South, Teisha Simmons, Debra Steed

Dean Review

Program Name: Professional Piloting - Associate of Applied Science

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

The low number of completers of this degree negate the need for any meanigful demographic analysys in my opinion. Given the strategies being empoyed for program growth and the important of aviation to Alaska, growth is the priority as noted above. If these strategies don't play out in the very near term, CTC will need to look hard at how to move forward. That said, there is currently an unprecedented effort being put behind growth for this degree program.

Recommendation to University-Wide Committee

No

Vice Provost Review

Program Name: Professional Piloting - Associate of Applied Science

Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The reviews for the Airframe, Powerplant, and Airframe and Powerplant Certificates and the Aviation Maintenance and Professional Piloting AAS programs are nearly identical to the 2023 mid-cycle review because recommended revisions have not yet been implemented. The most critical need is to revise the SLOA and SLOs to meet NWCCU expectations. Currently, two of the three listed SLOs are program-level outcomes rather than true SLOs and should be removed from the SLO list, though retained internally for program documentation. SLO #3 should be revised to clearly define the skills and knowledge assessed, and at least two additional SLOs should be developed to meet NWCCU's recommendation of 3–6 SLOs. Assessment procedures are noted, but the program must provide artifacts, data, and narrative analysis showing whether students meet the SLOs. For the 2027 mid-cycle review, the program should include evidence of closing the loop, document curricular changes and their impact, and ensure all materials reflect any new concentrations such as UAV Operations. The current SLO assessment is incomplete and needs significant revision.

The program purpose emphasizes career progression and professional development, with strong hands-on components that could serve as capstone experiences once fully implemented. Flight training partnerships and UAV integration are promising additions and should be documented as they come online. For future reviews, the program should analyze longitudinal equity and achievement gaps by gender, prior experience, and [redacted] status, and consider strategies to increase enrollment, persistence, and graduation rates. Clear numeric targets and timelines would strengthen planning and accountability.

High-Impact Practices are integrated and align with student learning outcomes, but the report lacks sufficient detail for meaningful feedback. Future reviews should include specific examples and evidence of when and where students engage in HIPs, such as coursework, labs, or fieldwork, to demonstrate their impact on student learning.

Department Profile and Financial Data only needs to be completed for programs undergoing FULL 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? No

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:

Associated Programs

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

Collaborator Name(s):

Collaborator Email(s):

Financial Data only needs to be completed for programs undergoing FULL review.

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	0	0	0	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	#DIV/0!	#DIV/0!	#DIV/0!		
Service SCH per Department FTE	#DIV/0!	#DIV/0!	#DIV/0!		

Majors in Programs	76	70	74	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	0	0	0	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	#DIV/0!	#DIV/0!	#DIV/0!		

Total Unrestricted Expenditures	[redacted]	[redacted]	[redacted]	Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liasion	
Total Restricted Expenditures			[redacted]	Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liasion	
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	[redacted]	[redacted]	[redacted]		

Tuition Revenue	[redacted]	[redacted]	[redacted]	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	[redacted]	[redacted]	[redacted]	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			[redacted]	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	[redacted]	[redacted]	[redacted]	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	[redacted]	[redacted]	[redacted]		

Workload Allocation	FY2023	FY2024	FY2025	
Teaching Units				Department facultys' workload units assigned to teaching
Service Units				Department facultys' workload units assigned to service
Research Units	0	0	0	Department facultys' workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs				**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				**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	0	0	**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				**Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.**
Total Department FTEs	0	0	0	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)*

Information last updated by:	Sheena Tanner / Martha Westphal
Date:	9/18/25