ACADEMIC PROGRAM REVIEW FORM

All academic programs and units at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the provost's approval. The UAA process integrates information about student learning outcomes assessment and the improvement of student learning, as well as progress on student success measures and the closing of equity gaps, aligning program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the UAA Academic Program Review website.

This form is composed of four parts: the Program Section, the Dean Section, the Program Optional Response Section, and the Provost Section. Guidance for submission is provided in each section.

Using the Form: The form is pre-loaded with information specific to each program and posted on the Academic Program Review website. The program should download and save their form to begin using it. The form is locked, so instructions are viewable and the only sections of the document that can be edited are the form fields.

The form uses narrative boxes, text only, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. To undo an answer, press “Control-Z” or “Command-Z.”

Responses are to be narrative text only, and must be ADA and FERPA compliant. Do not embed any tables or links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, “In AY21 four program graduates were accepted to graduate programs in the field.” Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what may be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

Data: Each program is provided a datasheet, along with this pre-loaded form. For questions about the data, please contact Institutional Research (uaa.oir@alaska.edu).

Assistance: For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

Program(s) in the review: AAS Air Traffic Control

Specialized Accrediting Agency (if applicable): N/A

Campuses where the program is delivered: ☑Anchorage ☐KOD ☐KPC ☐MSC ☐PWSC

Year of last review: AY2020

Final decision from last review: Continued Review

PROGRAM SECTION (Due on March 1)

The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will sign, date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's signature and date lines are at the end of the Program Section.

Program Review Committee:

Sherri LaRue, Associate Professor, Aviation Technology (ANC), Chair

Ishmael Cremer, Interim Director, Aviation Technology (ANC)

Bryan Coffey, Air Traffic Control Instructional Support, Aviation Technology (ANC)

1. Demonstrate that the program has responded to previous recommendations.

Recommendation 1: Review the course rotation and semester offerings.

How do you know the recommendation has been successfully achieved? *(2000 characters or less)*

We don't; it is difficult to gauge this on an annual basis, as it takes at least two years to judge whether an initiative like this has been successful.

Actions taken to date *(2000 characters or less)*

We have reduced our course offerings to one annual class for each course (with one exception to allow for other aviation students enrolling in the class), and worked out a new course sequence guideline to allow flexibility for students starting in the spring and fall.

Evidence of success to date *(2000 characters or less)*

Again, this has been a recent change and we are still awaiting data.

Recommendation 2: Update a course-sequencing document to provide a pathway through the degree for students.

How do you know the recommendation has been successfully achieved? *(2000 characters or less)*

We have revised our course sequencing guidance sheet to reflect both a fall semester start, which is typical, and a spring semester start, addressing the needs of more non-traditional students, which is a significant portion of our students.

Actions taken to date *(2000 characters or less)*

As mentioned above, we created a revised course sequencing guide.

Evidence of success to date *(2000 characters or less)*

This is difficult to measure since the last review was two years ago, and the courses typically take students at least two years to complete. We will have more data as more time elapses. The data we do have show an increase in graduation rate from 33.33% in 2017 to 60% in 2020, the last year for which we have numbers.

Recommendation 3: Develop a plan to address the issue of students graduating with an excess of credits.

How do you know the recommendation has been successfully achieved? *(2000 characters or less)*

We do not currently know. Students in our program do not typically graduate with more aviation credits than they need. Many, however, do enter our program with an excess of credits from other departments as they were unsure of a career path. Perhaps more advising in general would help here.

Actions taken to date *(2000 characters or less)*

N/A

Evidence of success to date *(2000 characters or less)*

N/A

Recommendation 4: Engage with the recruitment and admissions staff in efforts to recruit students, both in and outside of the state of Alaska.

How do you know the recommendation has been successfully achieved? *(2000 characters or less)*

It has been difficult to implement any of this during the pandemic, when recruiting opportunities have been limited. In the past, our division has engaged in some recruitment activities individually, but we were unaware that the college-wide recruiting department existed, and we have not contacted them, nor have we been contacted by them.

Actions taken to date *(2000 characters or less)*

We have started a relationship with the Alaska Airmen's Association, specifically with their NexGen group, which is aimed at recruiting young Alaskans for job in the aviation industry.

Evidence of success to date *(2000 characters or less)*

Our numbers in our minor have increased in recent years, but that information is not readily available from the IR website information that was provided. Our AAS numbers have remained relatively stable which we find appropriate to meet the current job demand. The FAA is our primary employer, and their hiring is very cyclical. In recent years, the number of hires has been limited; this has been further influenced by the pandemic. However, past history shows that those numbers will increase again (probably within the next five years) and the improvements

we have made to our simulation facilities and our courses should leave us well-placed to take advantage of that surge.

Recommendation 5: Review and revise the schedule to minimize the number of small enrollment courses.

How do you know the recommendation has been successfully achieved? *(2000 characters or less)*

In some of our more general courses, such as ATC143 and ATC147, enrollment is as large as it can be, especially considering the class size limitations imposed by recent COVID spacing standards. Our biggest issue with this statistic is our lab size, which can physically hold only six students (radar lab) or five students (tower lab). Due to the actual size of the room, and the amount of available lab equipment, we will be forced to remain with a number of these low enrollment courses. We did recently change curriculum and added more complexity to one of our classes, ATC341, and have been able to attract a large amount of students interested in our ATC minor.

Actions taken to date *(2000 characters or less)*

Addition and marketing of ATC minor, change of ATC241 to ATC341 as a minor class.

Evidence of success to date *(2000 characters or less)*

Enrollment in ATC341 has increased.

Recommendation 6: Monitor the progress of enrolled students, consider any potential curricular revisions to remove barriers, and offer support as needed to ensure students can complete their degrees in a timely manner.

How do you know the recommendation has been successfully achieved? *(2000 characters or less)*

Our students are relatively successful across most demographics including race, age, gender, Pell grant recipient and first generation student, with the vast majority of our students achieving passing grades in most courses during the past five years. We obviously have some outliers to this, but as we are a small program, one or two students can make a substantial difference. But overall successful course completion remains high across most demographics during the past five years.

Actions taken to date *(2000 characters or less)*

As we are such a small program, we obviously pay attention to our students' needs. We have increased the amount of online classes that are available, but that is limited due to the nature of our simulation labs and the courses we offer with FAA-mandated physical attendance.

Evidence of success to date *(2000 characters or less)*

Again, our 4th-year graduation rate has increased from 33.33% in 2017 to 60% in 2020. We obviously cannot attribute that to any one factor, but perhaps the availability of online courses has helped, as most of our students work in addition to attending school.

2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. ***(2500 characters or less)***

We are a small program that can offer a shorter path to a high-paying technical job through our AAS degree. We also serve as a conduit for students who wish to continue with the Bachelor's degree in a different field of study, either aviation or non-aviation related. We also teach many of the students pursuing piloting, aviation management degrees, or aeronautical studies degrees about a key component of the aviation system that they may not have much exposure to in other classes. Finally we offer a communication class focused on improving communication for both air traffic controllers and pilots; as communication errors are one of the leading causes of industry incidents, this fills an important gap that might otherwise remain unaddressed.

3. Demonstrate program quality and improvement through assessment and other indicators.

a. Program Student Learning Outcomes Assessment and Improvement Process and Actions

i. AAS Air Traffic Control

- *Demonstrate knowledge of aircraft operating limitations and performance, including methods of air and ground navigation within the National Airspace System; Demonstrate knowledge of weather and atmospheric processes and how weather phenomena affect aviation operations; Demonstrate knowledge of Federal Regulations and the U.S. air traffic control system interactions, including FAA publications; Demonstrate knowledge of fundamentals of aircraft separation in radar, nonradar, and terminal environments, as well as operating techniques of ATC facilities in visual and instrument conditions; Demonstrate awareness of ATC industry trends, future developments, global implications, and current management practices and techniques; Demonstrate knowledge of flight dispatcher operations, including weight and balance, flight planning, and fuel requirements.*

Describe your key findings for these outcomes. (3000 characters or less)

Our students are performing at a fairly high level, especially considering the difficulties raised by the ongoing COVID-19 pandemic. Our most recent assessment report found the following success rates:

Student knowledge of operating limitations and performance: 84%

Student knowledge of weather operations and atmospheric processes: N/A (2021 information not available, class taught by adjunct who has left the university)

Student knowledge of Federal Air Regulations and FAA interactions: 81%

Student knowledge of various separation standards: 85%

Student knowledge of industry trends: 83%

Student knowledge of flight dispatch operations: 85%

Describe actions taken to improve student learning for these outcomes. (3000 characters or less)

We now have recorded lectures, with closed captioning for many of our introductory courses. Students can now attend class and watch the video lecture to clarify any points they did not understand. This information is available at all times through the Blackboard system.

Describe evidence that these actions are working. (3000 characters or less)

Our assessment scores have slightly improved or remained the same in spite of the challenges of teaching and learning during a pandemic.

b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such C-RAC Standards. *(3000 characters or less)*

We were able to obtain TVEP funding in 2019 that led to the ability to purchase a new radar simulation laboratory in 2020. However due to the nature of our field, the simulation we wanted did not exist at the time. We have been working with a contractor since then to craft what we believe it the most accurate simulation lab in the nation. Using a faculty member's recent knowledge of the FAA's internal workings, we were able to add features to our lab that are not available anywhere else. Indeed, the production of this lab is still an ongoing process and continues to this day. In addition to that, we offer one of the only 360-degree tower simulators in the nation. The teaching and learning completed in these two labs have long been the backbone of our program; that has only increased with the recent lab additions we have been able to make.

4. Demonstrate student success and the closing of equity gaps.

a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any equity gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. *(3000 characters or less)*

We have spent a great deal of time ensuring our costs for textbooks are as small as they can be for our students. The total costs for books for the ten ATC courses they are required to take is around $100.00. Additionally, one of our faculty members has recently implemented OER material in an additional class which is an elective for the program. We have also worked hard on our schedule so that most ATC classes are from 10 AM to 1 PM. This ensures them they can find a job or schedule other activities during that time, and they will not have to adjust each semester. This allows more planning time for students in the other aspects of their life.

b. Provide evidence of the overall success of students in the program, e.g., the percent of students who pass licensure examinations, the percent of students who go on to graduate school, the percent in post-graduation employment in the field or a related field. *(3000 characters or less)*

As we are an AAS program, we do not have a lot of statistics for graduate school enrollment. Institutional data does indicate however that in 2021, five of our seven graduates, or 71%, chose to continue their education and pursue an additional degree at UAA (typically a Bachelor's in Aeronautical Studies). Additionally, our students do have the choice to test for an FAA-certification in Aircraft Flight Dispatching at the successful completion of the program. While not all students choose to take the test, our success rate from those who do so has been 100% since the inclusion of the flight dispatch courses in our curriculum. We are not provided numbers of successful graduates from the FAA for our students who move into FAA air traffic controller jobs.

5. Demonstrate demand for the program.

a. Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, Number of Program Graduates Who Return to UAA to Pursue an Additional Program, and Gap between Job Openings and Degree Completions. (Note: Gap between Job Openings and Degree Completions not required for AY22 Program Reviews.) *(3000 characters or less)*

Our ratio of out-of-discipline credit hours to total credits hours has increased slightly over the previous years, to 54.03% from a five-year average of 53.75%. This indicates that the number of students completing our courses while pursuing a different degree is mostly stable. The vast majority of these students are piloting, aviation management, or aeronautical studies students. Many of our graduates continue to pursue additional education, certificates or degrees; of those, the vast majority do so at UAA. In the past five years, 84.1% of our students who pursued additional education opportunities did so at UAA, including 100% in AY2020 and AY2021.

6. Demonstrate program productivity and efficiency.

Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. *(3000 characters or less)*

These numbers indicate our program is fairly steady, after a drop from 2017 numbers, which was due mostly to the hiring changes of the FAA. Generally, since that time, we have shown fairly consistent numbers, varying between eight and two for the five-year degree trend; currently we are at seven, which is slightly above average. The SCH/FTEF numbers are also relatively steady, which our current number at 455.33, which is slightly below the recent average. Our FTES/FTEF was 15.17 in 2021; again this is a little below the recent average but is not indicative of anything alarming, as it

increased from the previous year. It is unclear as to whether this number indicates the number of credits taken by students who are pursuing the minor.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. ***(2500 characters or less)***

As mentioned earlier, we were able to obtain a TVEP grant in 2019 that we used to create our new radar simulation lab in 2020. Other than that, we have no external funding. The primary employer for our graduates in the FAA, which does not support any external colleges or universities.

7. **Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system?** ***(2000 characters or less)***

   Although the University of Alaska Fairbanks does offer an aviation program, air traffic control is not a discipline that they teach. Due to the nature of our simulation laboratories, we do not think it is something they would be able to teach without considerable additional expense. For that reason, we offer the only air traffic degree in the state; indeed, we are one of the less than seven of these programs offered in the western third of the United States.

   There are two other providers in the state that offer flight dispatch preparation; one in Fairbanks and one in Anchorage. However, they are both private entities and charge significantly more than we do. Also, their course offerings are more sporadic. We have occasionally coordinated with the Aviation program at UAF and they were able to provide space for flight dispatch testing for one recent candidate for the flight dispatch exam.

8. **Assess the strengths of your program and propose one or two action steps to address areas that need improvement.** ***(3500 characters or less)***

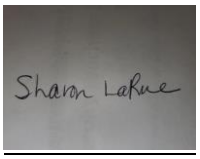
   The main issue facing our program is that the primary hiring source, the FAA is very cyclical in its hiring patterns; this is caused by issues in hiring demands dating back to the air traffic controller strike of 1981. Since their hiring needs vary so widely, we will see a wide variance in our number of applicants, particularly during the times of low hiring, which is where we are at present. We have tried to address this with the inclusion of our flight dispatcher certification courses, as well as the creation of the minor. Although the minor has existed since 2012, we have only recently started marketing it heavily, and the dispatch certification has existed for about five years. We feel these are two relatively recent additions that will increase our numbers but we will need time to see the results of that.

   Currently, we are considering marketing our new radar simulator to local air traffic controllers who are transferring out of the state and have not had access to this type of equipment before. This could bring in some additional revenue, but it would be limited.

   We have also discussed the possibility of marketing our flight dispatch certification to various flight operations entities around the state, many of whom are interested in individuals with this certification. This would be easily accomplished and would give our students a chance of

meaningful and lucrative work in the industry as they await FAA jobs. This could be easily accomplished with some site visits and by reaching out to these companies.

After completing the Program Section above, the program review committee chair should sign, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).

Committee chair's signature:  **Date:** 2/4/2022

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and signing it, the dean should email this form to the committee, and to uaa.oaa@alaska.edu. If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section of this form.

Evaluation of Progress on Previous Recommendations

For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. *(2000 characters or less for each recommendation)*

Recommendation 1: Review the course rotation and semester offerings. Recommendation has been met.

This recommendation has been met. The course rotation has been reviewed and revised. There are two confounding variables to verify the effect, COVID and the time the recommendation was given. Most of the aviation programs have been giving annual progress reports but have been also given shifting recommendations. The program review recommendations were given just before COVID hit. While we have examined and begun to shift the courses, it will take time for us to see the effects of the changes. Additionally, the new lab space will allow for less enroute courses, based on need.

Recommendation 2: Update a course-sequencing document to provide a pathway through the degree for students. Recommendation has been met.

This recommendation has been met. The course sequence document was produced and is now given out through the Student Success Advisor to all ATC students. There has been an increase in graduation rates, but it is too soon to see if this was a direct cause.

Recommendation 3: Develop a plan to address the issue of students graduating with an excess of credits. Recommendation has been met.

Recommendation was met with a caveat. It was found that many of the students in the program are either transfer students (within UAA and changing majors or from outside UAA). The program is designed to meet FAA requirements for a College Training Initiative school and meet those standards. We also found that the students have the normal amount of aviation credits. We do not want to limit students coming into the program from other programs at this time, but that was an option.

Recommendation 4: Engage with the recruitment and admissions staff in efforts to recruit students, both in and outside of the state of Alaska. Recommendation has been met.

The recommendation has been met within Alaska, however, there is still some room to improve the out-of-state recruitment. This has been severely hampered by the issues with the COVID restrictions. As they lift we have planned more outreach and will follow thorough over the next 3 to 4 years for out of state recruiting.

Recommendation 5: Review and revise the schedule to minimize the number of small enrollment courses. Recommendation has been met.

The recommendation has been met. The program reviewed its course rotation and has seen growth in a few courses based on reduced sections. These are the more general courses. Additionally, we are looking at the numbers based on the COVID procedures as well, so it will be some time to see the full effect of the changes made.

Recommendation 6: Monitor the progress of enrolled students, consider any potential curricular revisions to remove barriers, and offer support as needed to ensure students can complete their degrees in a timely manner. Recommendation has been met.

This recommendation has been met. We are seeing an increase in completion rates even during the COVID restrictions. Graduation rates have increased to 60% from 33% in 2017.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

1. **Centrality of the program.** ***(1750 characters or less)***

   While not clearly stated, the Air Traffic Control program meets the CTC mission of providing workforce development to Alaskans. The program also meets two main core competencies, Communication and Creative and Critical Thinking. The program is designed to enhance both of those skills, leading to a professional career that is highly paid and currently in demand.

2. **Program Quality and Improvement** ***(1750 characters or less)***

   The focus of the program has been shifting to include specific skills now required by the FAA. We have added a faculty that is specifically addressing these skills. We have also developed a Dispatcher Certificate as an option within the AAS. Both changes plus the addition of the updated simulator, has led to a high success rate of the Air Traffic Students, with all of the assessments coming back at an above average level.

3. Student Success and the Closing of Equity Gaps *(1750 characters or less)*

The Air Traffic Program has been focused on reducing textbook costs, with a total program text cost of approximately $100. It should be noted that any student can take the program. The FAA requires that a person be hired before their 31st birthdate, and within the US the FAA is the Air Traffic Controller hiring authority. This limits our students to the more traditional students. The program faculty have also been focused on setting the schedule in such a way to allow students to maintain employment in the evening to match a majority of the students taking courses in the program. This is a start. The next step will be to work on recruiting underrepresented populations.

4.* Demand *(1750 characters or less)

Most of the students are working on ATC courses and about half are also taking other degrees. This has remained steady throughout the program's existence. There are varying reasons for this, but a major one is ATC encourages student to look for additional education while they are waiting for the application process with the FAA, which can take up to two years.

5. Productivity and Efficiency *(1750 characters or less)*

The Air Traffic Control program has seen a great number of fluctuations of students throughout the years, showing a very up and down trend. However, part of that problem is the consistent, nearly annual, examination of their efficiency. A five-year average would show a reasonable level of enrollments. Overall, I agree that their numbers have been consistent and with only two faculty members show a solid level of productivity. Another reason their numbers have shown some increase in student enrollment is the addition of the dispatch certificate to the program. This leads to an additional career path if the FAA, who currently is understaffed in ATC, changes their hiring pathway again.

6. Duplication and Distinctiveness *(1750 characters or less)*

UAA is the only university in Alaska that teaches Air Traffic Control; additionally, we are the only College Training Initiative school with the simulation level in the Northwest USA. The ATC program is an FAA-approved dispatch program, which allows the students to test for their FAA Dispatch Certificate.

7. Strengths and Ideas for Moving Forward *(1750 characters or less)*

As the faculty stated, one of our weaknesses is based around the FAA hiring cycle. However, our program’s dispatch approval allows us to make up for that weakness. Students that complete the program but either are not hired by the FAA for Air Traffic Control or lose their medical qualifications would have a directly applicable career path. Our other strength lies both in our simulation and the development of the scenarios to maximize our student’s potential at the FAA academy.

This most definitely needs to be marketed. The dispatch certificate is a viable career option even if the students do not want to be a controller. Additionally, our simulation needs to be marketed for training by the FAA and research opportunities both from the FAA and local operators.

Dean's Final Evaluation

I commend the program for: ***(number and list the specific commendations in the narrative box, 1500 character limit)***

1. Scenario Development and student success
2. Maintaining CFR Title 14 Part 65 compliance for the Dispatch Certificate Training

I recommend that the program: ***(number and list the specific recommendations in the narrative box, 1500 character limit)***

1. Expand the marketing of the program and career path
2. Examine external funding opportunities for our simulation use

Dean's overall recommendation to the provost: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

If an Interim Progress Report is proposed, recommended year: N/A

If a Follow-up Program Review is proposed, recommended year: N/A

Proposed next regular Program Review: AY2027

After completing the Dean Section above, sign, date, and email this form to the committee, and to uaa.oaa@alaska.edu. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section below.

Dean's signature:  **Date:** 3/31/2022

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE (Due within one week of receiving dean's review)

Programs have the option to submit to the provost a response to the dean's evaluation within one week of receiving the dean's review, using the narrative box below.

Optional responses should be submitted to uaa.oaa@alaska.edu, with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.

Optional Response: (10,000 characters or less)

Program Signature: _____ **Date:** Select date.

END OF PROGRAM OPTIONAL RESPONSE SECTION

PROVOST SECTION (Due on August 1)

After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee and dean, with a copy to uaa.oaa@alaska.edu for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

Provost's commendations, additional or adjusted recommendations, if any, and other general comments *(3000 characters or less)*:

I agree with the dean's commendations and recognize the faculty's efforts to address the current recommendations and beyond. In particular, I commend the work on a course rotation, the creation of a course-sequencing document for students, the development of more online options, the continuous improvement efforts based in assessment findings, and the implementation of low-cost course material options. I applaud the 100% success rate on the FAA Certification in Aircraft Flight Dispatching, as well as the program's increased graduation rates. Finally, the program stands out relative to many other programs due to the quality of its simulation laboratories, providing rich opportunities for students to develop and enhance their skills.

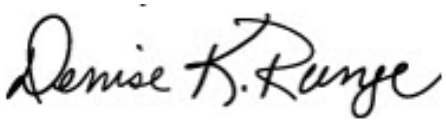
I also agree with the dean's recommendations, and, in particular, encourage the program to work with the college to get the word out about the program and the career options it provides.

Moving forward, I am asking programs to think about how they put students first by looking carefully at issues such as pre-requisites, especially "hidden" pre-requisites, excess credits, especially for additional upper-division or in-residence credits beyond the university requirements, and student progression through the curriculum. I am also asking faculty to think about what it means to embrace diversity and inclusivity on the course and program level and about how they demonstrate this in their particular program(s). For example, some ways to demonstrate this are through the use of proven, high-impact practices at the program level such as portfolios, community-based/service learning, and undergraduate research. Proven pedagogic strategies also include designing assignments using Transparency in Learning and Teaching (TILT), the inclusion of formative assessments in addition to summative ones, and implementing OER and ZTC materials, particularly where course materials can be more reflective of diverse perspectives.

I am pleased to observe that the Air Traffic Control faculty are implementing many of the above. As the program moves into the next review cycle, please consider how the program can continue to build on its efforts and use what it has learned through this Program Review process to further reflect on the program, its curricular design, how each course is delivered, and how its students are supported. Please also consider how the program embraces and demonstrates its commitment to diversity and inclusion, as outlined above.

This Interim Progress Report completes the current cycle of Program Review for the AAS with a final decision of Continuation, as put forward by the dean. The next Program Review will be in AY27, to align the review with that of the other aviation programs.

Final decision: Agree with the dean's overall recommendation with the additional guidance and adjustments as per the above comments.

Provost's signature:  **Date:** 5/6/2022