

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 Professional Piloting

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:

Matthew Stepp, Assistant Professor, Aviation Technology (ANC), Chair

Derk MacPherson, Flight Operations Scheduling Officer, Aviation Technology (ANC)

Ishmael Cremer, Interim Director, Aviation Technology (ANC)

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

Recommendation 1: Explore the issues with retention as well as ways to help students understand the cost of the program prior to admission.

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

We have seen a growth in our piloting program and have also reduced the number of students on waitlist. The beginning of the year saw us with 44 students on the waitlist for instructors and aircraft. We know that students who are on the waitlist for over a semester do not stay in the flight program. It has been a top priority of our flight operations scheduler to work on finding solutions to reduce the waitlist. We are currently down to 38 students on the waitlist and adding more instructors to the roster to add more available slots to the schedule. We have clearly stated the estimated cost of the program on our website as well as during their initial meeting with flight ops. Students also meet with the Aviation Student Success Advisor to ensure they know the expectation of the program as well as costs.

Actions taken to date (2000 characters or less)

We have been working on a better fleet strategy as well as hiring instructors to meet availability requirements. A written flight strategy has been drafted and given to the Dean of CTC for planning purposes. We also worked on making sure we were able to have students complete their flight requirements over the last year even with COVID. We took a number of preventative measures to ensure the safety of our students and flight instructors and continued with our flight operations.

Evidence of success to date (2000 characters or less)

With the pandemic, this is hard to measure as some students have paused their training. However, during the last year (2021) we managed to retain enough students due to working on improving the schedule and getting students through the flight program.

Recommendation 2: *Continue to evaluate all available options to increase degree completion rates for students.*

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

We have looked at better scheduling and availability of instructors to ensure students move through the program. Furthermore in 2021 we provided a Winter Enrichment Program which allowed flight students access to flight instructors for additional tutoring. This would help ensure that students were getting the most out of their training and moving forward. We also added a new Basic Attitude Training Device to allow students to practice flight scenarios in their free time. The flight faculty are currently all active flight instructors so are very up-to-date with training standards and are more aware of the training needs of our students to ensure they are successful in their flight courses.

Actions taken to date (2000 characters or less)

Adding more instructors and adding a Technically Advanced Aircraft to the fleet. Our main issue is lack of aircraft. We currently only have 2 Cessna retractable gear (complex). The FAA requires 10 hours of either Complex training or flight in a Technically Advanced aircraft for the commercial rating. Having only 2 in the past caused the students to wait for the aircraft to be available. By adding a regular Cessna 172 as a TAA aircraft allows it to be dual use. It can be used for the 10 hours for commercial training and also for instrument and private pilot training. This would allow for a more flexible schedule with respect to aircraft.

Evidence of success to date (2000 characters or less)

Students are completing the degrees and flight training. In 2020 only 40 students were able to complete their flight courses. In 2021 we pushed hard to schedule and fly as much as possible and 72 students completed their flight courses.

Recommendation 3: *Work closely with the Student Success Advisor, industry partners, advancement/development staff, and financial aid staff to support a variety of options to assist students in completing their flight training in a timely fashion.*

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

We have reached out to various airlines to make pathway programs. For example Horizon Airlines now has signed a Pilot Development Program with UAA. Students who are accepted into this program receive a stipend as well as mentorship from Horizon to get them through their flight training and then into a full-time flight job. The students can also work with the

scholarship committee to find various scholarships related to flight training. We are also very well connected with other airline industry partners and working on increasing the connections to help students get into a career in flying. Furthermore, we work closely with the Alaska Airmen's Association to share various available resources from them to our students.

Actions taken to date (2000 characters or less)

We host an aviation industry day and have airlines come in to present various career opportunities. The Director has been working with various airlines to explore opportunities for jobs and internships, both in 135 operations as well as 121 flight operations. Career Services has been a resource for our students in terms of using an online resource called Handshake where industry can post jobs and students can match with them accordingly.

Evidence of success to date (2000 characters or less)

We have successfully restarted the Horizon Airlines Pilot Development Program where students can receive a stipend to complete their training. Approximately 6 students have been accepted into this program this year. A local part 135 flight operation has reached out to UAA for an intern, and accepted one of our students this year to work directly with them.

Recommendation 4: Continue to explore alternative modes of program delivery in order to further enhance productivity and efficiency.

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

During COVID, we were required to use various online tools for our courses. Zoom meetings, recordings, and heavily using Blackboard Learning Management System have opened the door to allow for alternative means of teaching a class.

Actions taken to date (2000 characters or less)

We ensured our faculty were capable of using various online technologies. We have started creating an online repository of pre-recorded lectures, quizzes, and teaching aids. This allows for some of our lecture-based courses to allow for students to have the flexibility to take courses asynchronously and focus on the flight training. Furthermore, by providing recorded lectures to students, they are able to re-watch the lecture to help with better understanding the materials. Blackboard also allows for a better central system of disseminating materials.

Evidence of success to date (2000 characters or less)

Certain courses have been offered fully asynchronously. This allows students to have a more flexible schedule and fly more to complete the degree requirements. Some of our students who live in the valley can plan their schedule more effectively with these available course options as well as their flight training blocks. Theoretically, if we plan to utilize these new alternative modes, students would be able to fly more and complete the A.A.S. degree at a more effective rate with minimum delays.

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)

Aviation and pilots are critical to Alaska. Per the Federal Aviation Administration (Faa.gov), Aviation in Alaska is a necessity with 82% of communities only accessible by air. Moreover, improving safety is critical in Alaska. Alaska's share of fatalities in such crashes has increased from 26% in the early 2000s to 42% since 2016 (Alaska Public Media). This program focuses on safety practices, and understanding the Human Factors elements especially with respect to flying in Alaska. Furthermore, many of the local airlines are struggling to find pilots to fill spots. Per Alaska's News Source, the industry is expected to face a shortage of more than 12,000 pilots. One report states that the airlines could be short 34,000 pilots by 2025. Between growing airlines such as RAVN and Horizon Airlines, there will be a demand for Alaskan pilots in the next 5-10 years.

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

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

i. AAS Professional Piloting

- *Demonstrate proficiency in instrument pilot and commercial pilot knowledge and flight skills; Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry; Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry; Demonstrate knowledge of aviation law and regulations, and of the legal issues affecting the aviation industry.*

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

We have a high pass rate in the instrument and commercial ground school. 100% of the students who took the course passed the class. 4 students withdrew from the course. We also have a high pass rate in the Aviation law class. We have determined that measures taken nearer the end of a student's studies provide better evidence of outcome achievement than measures taken at or near the beginning of a student's studies. We use the final exam scores for all AT A133 students, since that course covers Aviation Law, and Regulations examinations from ATP A116 Instrument Ground School and ATP A200 Commercial Ground School. These courses are taken only by professional piloting majors and occur nearer degree completion. They contain more regulatory knowledge than previously used ATP A100 and a higher percentage of students taking ATP A116 and ATP A200 graduate, making these a more direct measure of the desired outcome. Students are also passing their stage checks in flight and obtaining their instrument rating and commercial rating. 22 students passed their instrument rating, and 26 students passed their commercial in 2021.

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

We have set up free flight instruction tutoring for students to have access to. We also have set up a free Basic Attitude Training device to help with practicing flight scenarios.

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

Students have used this tutoring service and are very interested in using the flight simulators. We have also seen an increase in students passing their instrument and commercial ratings this last year. Our goal is to continue improving the success rate as well as increase the efficiency in which we complete their ratings.

- 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 as C-RAC Standards. (3000 characters or less)**

We work strongly with our industry partners. One of our goals is to restart our aviation industry advisory board. Having reached out to potential members, once the board is revitalized, the group will determine new and innovate best practices, and better pathways for students to get into a flight career. We've also used excellence funds to implement latest technologies in training such as a Virtual Reality flight simulator for students to use. This technology can be used to simulate various scenarios for better safety awareness and responses.

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 try to ensure that students have access to flight instructor resources as well as maintaining our textbook adoptions prices low by utilizing free FAA resources. This allows for lower total costs of books for the piloting program. With having a few of our courses online, it allows flexibility for students to have part-time jobs to afford flight training. We have also worked to ensure the ground class schedule works best for flight scheduling blocks. We have also created reserve blocks and weekend blocks to allow students who have part-time jobs to meet their financial needs as well as their flight training needs.

- 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)**

Overall 66% of our pilot students are working in Alaska within a year of graduating. In the last year of the 19 graduates, 14 were employed in Alaska within a year. The total number of flight course completion by students this last year has been 72 compared to 40. As we are an AAS program, we do not have a lot of statistics for graduate school enrollment. Institutional data do

indicate however that in 2021, the majority of our students in the associate's program chose to continue their education and pursue an additional degree at UAA (typically a Bachelor's in Professional Piloting).

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)**

2020 saw a drop in numbers due to the pandemic, but as the data show, 2021 demonstrated an increase back up to 2017 and 2018 numbers. There is still a piloting demand in the state and the nation. Students understand that and are enrolling in the program. The Department of Labor estimates a total of 96 job openings a year in Alaska with an average pilot pay of \$123,000. 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 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)

We are maintaining solid numbers for the resources we have. Although there was a slight drop in 2019 and 2020, we are seeing an increase in 2021. We are ensuring we have enough instructors and airplanes to meet the demand. With a new 5-year fleet strategy, we are hoping to optimize our fleet usage and pairing of student and instructor. The SCH/FTEF numbers are also relatively steady, which our current number at 222.78. Our FTES/FTEF was 9.31 in 2021.

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

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)

We are specialized because we fly airplanes. We have been working with Kodiak on mostly drone courses but we are also looking into having other degree-seeking students take flight and aviation

courses as well. UAF has a professional piloting degree. It is justified because of the need for aviators and the limited capacity in each location with respect to aircraft and flight instructors. We are interested in collaborative projects regarding flight training with other campuses, but currently have been focusing on increasing our current efficiency.


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

We are unique and Alaska needs pilots. We need to improve our fleet unification as well as ensure we have enough instructors and flight blocks to meet the demand. As mentioned earlier, Alaska is in need of pilots, and our program focuses on producing professional pilots with more than just flight certificates.

Our biggest need of improvement is working on ensuring we have the optimized fleet and flight instructor availability to meet our student needs. The main action step to address is to ensure we maintain a steady number of 12 flight instructors and start working towards a unified and optimized fleet outlined in the latest 5-year fleet strategy. Once we optimize and unify the fleet avionics and aircraft types, this will allow for better flexibility and more open blocks to ensure we do not have a large waitlist for students to complete their flight training.

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: 3/9/2022

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.aaa@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: Explore the issues with retention as well as ways to help students understand the cost of the program prior to admission. Recommendation has been met.

The recommendation has been met. The adjustments made to the flight operations have reduced the wait times for students attempting to fly, helping with both the retention and completions of flight certificates. The public web pages and Student Success Advisors have enhanced awareness of the costs. Our next step is to develop a more comprehensive financial aid package.

Recommendation 2: Continue to evaluate all available options to increase degree completion rates for students. Recommendation has been met.

The recommendation has been met. We have been able to increase the student throughput by adjusting both our hiring practices for Flight Instructors and adjusting our scheduling. The addition of a Technologically Advanced Aircraft will help with fleet crunch. Additionally, specific student supports have been added in the form of tutoring and access to a basic flight training device. We should see student success rates increase over the next two to three years.

Recommendation 3: Work closely with the Student Success Advisor, industry partners, advancement/development staff, and financial aid staff to support a variety of options to assist students in completing their flight training in a timely fashion. Recommendation has not been met.

The recommendation is not met completely. Based on the information, the flight training program is improving and has been working with the SSA and industry. However, the cost of flight training is still an issue. The Aviation Division needs to work toward the development of a more complete financial aid package for students coming into the high cost degree programs.

Recommendation 4: Continue to explore alternative modes of program delivery in order to further enhance productivity and efficiency. Recommendation has been met.

The recommendation has been met. However, we found that several of the piloting courses were more effective in person or using the simulators. This applies to several of the primary courses. That being said, we were able to transition to using flipped classroom models and online modalities for specific courses (such as Aviation Safety) that allowed for a more flexible schedule.

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)

The Professional Piloting program is central to CTC's mission of workforce development and meeting Alaska's workforce needs. There are several reports that indicate a pilot shortage for Alaska between 12,000 and 34,000. But the program also focuses on two aspects of the Core Competencies, Creative and Critical Thinking and Personal, Professional, and Community Responsibility. Both of these areas apply to each flight operation and are imbedded in the ground schools.

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

The students are meeting or exceeding the student learning outcomes. The program has been showing an increase in completions and grades within their ground schools and flight training while maintaining their grades in the academic courses. Our students are sought out by industry and we

do work closely with industry to provide opportunities for students to be employed once they meet the minimum required flight time.

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

As stated by the faculty, the program aims to use FAA publications, which are free, to lower textbook costs. However, the program by its very nature is expensive. To help reduce costs further, we utilize the flight training devices whenever practical and allowed by regulation. The flight training devices cost less to the student than the actual aircraft and have proven benefits. Our employment statistics are high with most graduates working in Alaska within a year of graduating. The next step is developing a comprehensive financial aid package that would be available to a wide range of people. Additionally, we would need to develop outreach to underrepresented populations when developing that financial aid.

4. Demand (1750 characters or less)

The Professional Piloting AAS has seen a positive increase in both students and completions. Many of the students also continue on to further UAA degrees. In this case the faculty should continue to maintain and improve the flight training operations and expand access to students throughout Alaska.

5. Productivity and Efficiency (1750 characters or less)

The FTES verse the FTEF is lower compared to other programs. What the faculty failed to explain is the flight training courses are all taught 1-on-1 with an hourly paid adjunct, of which the course fees cover the cost. Because of the way the program has to operate, based on the FAA regulatory requirements, Professional Piloting normally has a low FTES/FTEF ratio. I agree that the program did stabilize last year and is showing improvements throughout this Academic Year.

6. Duplication and Distinctiveness (1750 characters or less)

The UAA Flight Program is the only 141 collegiate program that is authorized to endorse students for the Restricted-Airline Transport Pilot certificate in Alaska. While our students will not be able to test for the R-ATP right after graduation, UAA's endorsement allows the student to work for an air carrier 250 to 500 hours less than someone trained elsewhere. This often can accelerate our graduates' careers by up to a full year.

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

I agree with the faculty, we need to standardize our fleet and maintain our flight instructor level. The aviation industry has always had a high flight instructor turnover. Most schools see about a 1/3 leave per season. I agree that the strength of the program is the current need. I recommend that the program execute the new fleet enhancement plan but selling the under-utilized aircraft. Additionally, a consistent pool and advertising campaign for flight instructors needs to be maintained to prevent interrupting students' flight training.

Dean's Final Evaluation

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

1. Significant changes in how flight operations schedule and move students more effectively through the program.
2. Focused attempt to keep students engaged and moving through the program.

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

1. The program needs to continue to standardize the fleet, using the developed fleet standardization plan.
2. Develop a comprehensive cost plan and work with Advancement and Enrollment Services to improve financial aid options for flight students.
3. Expand outreach to underserved populations through coordination with Enrollment Services, Native Student Services, and the Dean's office.

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: Select N/A or Academic Year.

If a Follow-up Program Review is proposed, recommended year: Select N/A or Academic Year.

Proposed next regular Program Review: AY2027

After completing the Dean Section above, sign, date, and email this form to the committee, and to uaa.aaa@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

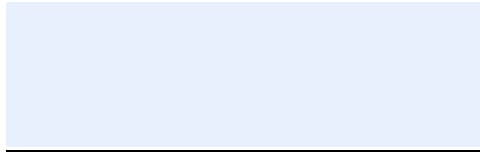
PROGRAM OPTIONAL RESPONSE (Due within one week of receiving dean’s review)

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. In particular, I commend the changes in flight operations scheduling, particularly to meet the needs of working students, the integration of tutoring and the Basic Altitude Training Device, the efforts to keep course material costs to a minimum, and the implementation of the Virtual Reality flight simulator. The program also has worked on pathways with industry partners, and is considering re-establishing an industry advisory board.

I also agree with the dean’s recommendations and, in particular, wish to reinforce the recommendation for outreach to underserved populations.

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

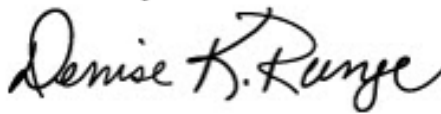
Learning and Teaching (TILT), the inclusion of formative assessments in addition to summative ones, and implementing OER and ZTC materials, particularly where course materials can be more reflective of diverse perspectives.

As the program moves into the next review cycle, and as applicable, 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 Professional Piloting 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:

A handwritten signature in black ink that reads "Denise K. Runge". The signature is written in a cursive style and is positioned above a horizontal line.

Date: 5/6/2022