

**REPORT OF THE WSCUC VISITING TEAM**

**SEEKING ACCREDITATION VISIT 1**

**To NATIONAL TEST PILOT SCHOOL**

November 20 - 22, 2019

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The team evaluated the institution under the WSCUC Standards of Accreditation and prepared this report containing its collective judgment for consideration and action by the institution and by the WASC Senior College and University Commission. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. Once an institution achieves either candidacy or initial accreditation, the team report and Commission Action Letter associated with the review that resulted in the granting of either candidacy or initial accreditation and the team reports and Commission Action Letters of any subsequent reviews will be made available to the public by publication on the WSCUC website.

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## **SECTION I – OVERVIEW AND CONTEXT**

### **A. Description of Institution and Visit:**

#### **Summary:**

The National Test Pilot School (NTPS) is a private, non-profit, specialized flight test and engineering educational institution dedicated to providing flight test education and training at the graduate level. Educational opportunities including short courses, professional courses, and specialized graduate-level education in flight test engineering. It serves industry, governments, and military services of over 40 countries to educate and train flight test engineers and test pilots.

Enrollment in NTPS' two Master of Science degree programs totals ~50, with an additional ~300 in Professional and Continuing Education Short Courses. Four officers, ~15 instructors, and ~11 support staff support the schools' academic and professional programs.

The NTPS Mojave Campus includes 5 primary facilities with 5 classrooms, 5 permanent laboratories, 9 simulators, and over 36 aircraft, which support its curricula in fixed wing and rotary flight test evaluation.

#### **Mission:**

The mission of the National Test Pilot School is to educate and train military and civilian aviation personnel so that each graduate increases flight test competency, improves flight test and aviation safety, and enhances the aerospace profession world-wide.

NTPS's mission is primarily accomplished through its professional courses and masters programs that provide graduate level flight test education and training to test pilots and flight test

engineers who learn to safely and effectively plan, execute, and report on flight test programs for their military or civilian organizations.

### **History:**

NTPS was established in 1981 as an independent, private, non-profit educational institution in the State of California. Prior to 1981, formal training as a test pilot or flight test engineer was available only through one of the then four military test pilot schools in the US, UK, or France. A need for a test pilot school that could train civilian, aerospace industry, and foreign military students who could not attend one of the military schools was recognized and the National Test Pilot School was formed. NTPS was the first civilian (non-military, non-governmental) test pilot school in the world and has been in continuous operation for over 39 years.

The Test Pilot/Flight Test Engineer Professional Course began in 1981 and was recognized by the Society of Experimental Test Pilots in the early 1990s.

In 1995, the Professional Course curriculum was authorized by the State of California to award a Master of Science degree in Flight Test and Evaluation (MS FT&E).

In 2004/2005, the Master of Science in Flight Test Engineering degree program (MS FTE) was established, with accreditation by the Engineering Accreditation Commission of ABET.

NTPS' Professional Course became the first internationally certified test pilot/flight test engineer course when NTPS became the first test pilot school to be certified as an Authorized Training Organization for Flight Test by the European Aviation Safety Agency (EASA) in 2016.

As a leader and innovator in flight test education and training, NTPS claims a number of "firsts" in its history, including:

- First civilian test pilot school (TPS) in the world
- First TPS to confer Master degrees
- First educational institution in the world to offer a MS in Flight Test Engineering
- First educational institution in the world to get the MS FTE accredited by ABET
- First TPS to offer its Master degrees to the general public
- First TPS in the world to be certified by the European Aviation Safety Agency (EASA)
- First TPS to offer an extensive flight test continuing education short course program

### **Education Programs and Degrees:**

The core of NTPS' education programs are the Professional Course and Master Degrees, focused on Flight Test Engineering.

NTPS' two primary programs are interrelated: the Test Pilot/Flight Test Engineer Professional Course and the Master of Science in Flight Test Engineering (FTE) program. The Professional Course is a year-long course that teaches experienced pilots and engineers how to become Experimental Test Pilots and Flight Test Engineers. The Master of Science in Flight Test Engineering degree program was derived from the Professional Course, and the two programs are interlinked. Every academic lesson in the Professional Course is part of the MS FTE program and all the lessons in the MS FTE program are part of the Professional Course. All other instruction provided at the school is derived from these two programs.

NTPS awards two Master degrees: The MS FTE requires that applicants have an undergraduate engineering degree from an ABET accredited engineering program (or equivalent) to enroll. All other eligible applicants enroll in the MS in Flight Test and Evaluation (FT&E) degree program. The MS FT&E degree follows the same curriculum as the MS FTE but does not require an ABET accredited undergraduate engineering degree.

Professional Courses: NTPS offers other five-six month professional courses that are derivatives of these programs, including: Performance and Flying Qualities Professional Course, Systems

Professional Course, EASA Category 2 Test Pilot/Flight Test Engineer Course. NTPS additionally provides a wide range of continuing education short courses, also derived from the main Professional/Degree Program.

**Accreditations and Authority:**

ABET: The Master of Science in Flight Test Engineering degree program is accredited by the Engineering Accreditation Commission of ABET. Since 2004; most recently in 2018.

EASA: The European Aviation Safety Agency (EASA) certifies NTPS as an Authorized Training Organization (ATO) for Flight Test. This is an internationally recognized certification acknowledging that NTPS' Professional Courses meet the EASA standards for the training of flight test personnel for licensing in the European Union. Since 2016.

BPPE: NTPS is authorized to award Master of Science degrees by the California Bureau for Private Post-Secondary Education (BPPE). Initial California degree authority was attained in 1995. In 2015 the State of California adopted legislation requiring degree-granting institutions in the state to secure institutional accreditation within a prescribed period of time, or cease operation. Hence NTPS has sought regional accreditation for the institution from WSCUC.

WSCUC: NTPS currently has Eligibility status, and is now seeking recognition for Initial Accreditation. WSCUC accreditation history:

- Notice of Intent: September 2015
- Eligibility Review: December 2015
- Eligibility Review: Fall 2016
- Eligibility Review: Spring 2018
- Eligibility Granted: June 2018
- Time Limit for Candidacy: June 2024 (5 years)
- Substantive Change Proposals: None 2015-2019
- Letter of Intent (for SAV): February 2019

- Seeking Accreditation Visit 1: October 2019

## **B. The Institution's Seeking Accreditation Visit I Report:**

### **1. Alignment with Letter of Intent:**

**Recommendations:** The National Test Pilot School's letter of intent (2019) outlined the plan for addressing the one recommendation from the Eligibility review. This recommendation concerned separation of CEO and CFO roles, and relates to CFR 3.9. Details of progress with respect to this recommendation are provided in Section C.

**Planning for SAV 1:** The LOI outlined the NTPS plan for preparing for its self-study report and SAV 1 visit, including its organization (Accreditation Steering Committee), tasks, timelines, and involvement of stakeholders. NTPS' SAV 1 Report exhibits and documents successful accomplishment of its plan.

**Self-Assessment Against the WSCUC Standards:** The NTPS LOI contained a self-assessment of NTPS' status and progress of addressing WSCUC's Standards and CFRs. The self-assessment followed from the on-site Seeking Accreditation Workshop with NTPS' WSCUC Liaison. Each CFR had been assessed as "Addressed" (sufficient accomplishment for Initial Accreditation) or "In Progress" (still engaged in progressing and confirming accomplishment of the CFR, with evidence of accomplishment intended by the SAV 1 site visit). This self-assessment was helpful to the Review Team in focusing attention during the review. NTPS re-addressed its progress towards complying with the CFRs in Section 2, Statement of Report Preparation, in its SAV 1 Report.

**Outcomes of the Review Process:** NTPS desires two principal outcomes from the SAV 1 review process: 1) to obtain WSCUC Initial Accreditation by demonstrating compliance with the Standards, and 2) to demonstrate institutional improvement. Areas of focus for improvement included: curriculum mapping and alignment of institutional, program and course outcomes; maturation of program review and assessment processes; attention to faculty and scholarly development; further development of a culture of evidenced-based decision making, assessment and accountability. The WSCUC SAV 1 review team reviewed these efforts in the context of review of the Standards.

The NTPS SAV 1 Report was in full alignment with its LOI.

## **2. Quality and Rigor of the Review and Report:**

The WSCUC Review Team commends NTPS for preparing a well-organized and clearly written Seeking Accreditation Visit (SAV 1) Report. The members of the team were impressed by the quality and evidence presented to document NTPS progress and status. Additional material requested was promptly and thoroughly provided. The schedule for the visit itself was well-organized and offered the team an opportunity to engage with NTPS at all levels, including executive, faculty, students, and staff.

The Report did accurately portray the condition of NTPS, and the progress in complying with the Standards and CFRs. The Report and Review demonstrated appropriate institutional and faculty involvement. The Report and Review provided substantive evidence of self-reflection by NTPS and improvement of its programs and processes as a result.

The Report and Review was well-structured in terms of WSCUC Standards and CFRs, providing substantive evidence associated with each. Areas of institutional strengths and areas for continuing improvement were identified.

**C. Response to Issues Raised in the Eligibility Review Committee Letter:**

The 2015 ERC letter noted outstanding issues with respect to four Eligibility criteria:

- Criterion 4: Relations with the Accrediting Commission
- Criterion 6: Mission and Principal Policies
- Criterion 7: Governance and Administration
- Criterion 8: Institutional Planning

The 2016 ERC letter noted remaining outstanding issues with respect to two Eligibility criteria:

- Criterion 7: Governance and Administration
- Criterion 8: Institutional Planning

The 2018 ERC granted Eligibility status, noting that all 16 Eligibility Criteria had been met at a sufficient level. The 2018 ERC noted only one major concern:

Eligibility Criterion	Recommendation	Criteria for Review (CFR) 2013
7	Follow through on implementing the NTPS plan to separate the CEO and CFO role by the time of the Seeking Accreditation Visit 1.	(CFR 3.4)

The NTPS Letter of Intent (February 2019) outlined a two-step action plan for addressing this remaining concern, and the SAV 1 Report documents completion of this plan:

<b>Plan of Action: Response Recommendation Criterion 7</b>	<b>Projected Outcomes Separation of CEO/CFO roles Guidelines: CFR's 3.6, 3.9</b>
Action Plan #1 NTPS has a full-time CEO and a CFO whose primary or full-time responsibilities are to the institution.	NTPS has addressed the WSCUC expectation to confirm sufficient and appropriate administrative roles to provide effective educational leadership and management for addressing responsibility and accountability.(CFR 3.6)

Action Plan #2 NTPS Documentation of Accomplishment to address Recommendation	NTPS has provided sufficient information to document enough qualified individuals in key roles are in place to provide effective leadership and management. (CFR 3.9)
Timeline/Outcome	Confirmation of all actions with submittal of SAV1

NTPS has sufficiently addressed this concern. Discussion of actions is covered in Section II, Standard 3. Specific evidence relating to this recommendation was provided in attachments to the SAV Report, noted here:

- Attachment 1.6: Organizational Chart
- Attachment 3.1: Job responsibilities for CEO
- Attachment 3.2: Job responsibilities for CFO
- Attachment 3.3: Resume of CEO in place
- Attachment 3.4: Resume of CFO in place

**SECTION II – EVALUATION OF INSTITUTIONAL COMPLIANCE WITH WSCUC’S STANDARDS**

**Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives**

Standard 1 addresses how the National Test Pilot School (NTPS) defines its purposes and establishes educational objectives aligned with those purposes, and functions with integrity and transparency in achieving its purposes.

***Institutional Purposes***

*CFR 1.1 – Formally approved, appropriate statements of purpose that define values and character and contribution to the public good*

In March 2019, the board of NTPS approved a mission statement, which appears specifically appropriate for the nature of the institution. To the team, it appeared that the mission was understood by students, faculty, and staff, and corresponded to the educational programs and larger ethos of NTPS.

Likewise, the Values Statement has been approved and is clearly articulated. Both statements appear in the NTPS catalog. (CFR 1.1)

*CFR 1.2 – Clear educational objectives and indicators of student achievement thereof at institutional, programmatic, and course levels; retention and graduation data, along with evidence of student learning, made public*

NTPS has established Institutional, Programmatic, and Course-level Learning Outcomes.

Programmatic Learning Outcomes, in particular, have been adopted from ABET. Curriculum mapping to outcomes has been accomplished. (CFR 1.2)

The institution's curricula are clearly-related to the purpose and mission of NTPS. Expectations of student achievement and satisfactory academic progress are well-defined with regard to programs and courses.

Due to the ratio of students to faculty, there is a one-to-one (or in many cases, two faculty to one student) evaluation of learning outcomes. At the conclusion of every course, there is an individualized assessment of the learning outcomes with each student. Student progress in every course is closely-monitored and intervention, if necessary, is rapid and closely-coordinated with faculty members and program chairs.

Outcomes have been established since at least 2010, and undergo periodic review and revision. The impetus for such changes is two-fold. First of these is consideration of the input from the individualized assessment of each student. Second is in response to the always-evolving nature of the regulatory requirements of operating in an environment that includes the introduction of rule changes by the FAA and other federal agencies, as well as EASA and other non-US bodies.

Retention and graduation data have been collected for four years. Given the experienced and highly-motivated nature of the student body, the rigorous admissions requirements, and close supervision of each individual student, it is not surprising that the retention rate is very high. (CFR 1.2) With minor exception, degree-seeking students are sponsored by their parent organizations, a necessary condition when the cost of attendance for a complete year approaches \$1 million.

An internal program review manual was adopted in September of 2019, with NTPS relying on ABET for external program review. Program reviews are scheduled annually.

The formalization of outcome data and collection, as well as publication thereof, should be a focus for NTPS. (CFR 1.2)

### ***Integrity and Transparency***

#### *CFR 1.3 – Academic freedom policies and practices*

Academic freedom, as well as student/faculty/staff grievance, policies are in place. The statement of academic freedom is also clearly-related to the mission of NTPS. Both the academic freedom and grievance policies appear in the catalog. (CFR 1.3) The team did not discover any concerns about academic freedom during the visit, nor was there evidence of the actual filing of any formal complaints.

#### *CFR 1.4 – Diversity: policies, programs, and practices*

The institution has clear statements related to non-discrimination and “zero tolerance” with regard to sexual harassment/assault. Processes for reporting of claims and dispute resolution

appear to be in place and are described in the catalog. The institution reports that no formal complaints have been filed. (CFR 1.4)

NTPS recognizes the inherent lack of a number of types of diversity in the narrow field in which it operates and from which its students (and faculty) come. Traditionally, the professions and education for those professions have been dominated by males, with STEM backgrounds, with military or relevant commercial aviation industry experience.

Due to the nature of the institution and its clients (large corporations and national militaries/governments), opportunities for admission are limited. Formal academic qualifications, appropriate licensure, and relevant experience are required, which means that those who seek admission must have already established themselves within those communities that often lack gender or other types of background diversity.

NTPS recognizes this and has taken steps to help develop and attract a more diverse student body. The institution has a Statement on Diversity, Equity and Inclusion, which sets out its commitments. Practical steps to implement this commitment include a Graduate Assistant Scholarship Program and a high school STEM-focused Flight Test Camp. Both are designed to attract (and retain) a more diverse student body. (CFR 1.4)

The Graduate Assistant Scholarship Program offers an opportunity for students who are not sponsored by corporations or governments to still pursue an NTPS education. In exchange for three years of work supporting NTPS academic programs, faculty, and staff, these students are provided their education with no tuition cost (the value of which can exceed \$750,000 over the three years). This program also offers the opportunity for attracting more diverse students.

In terms of international diversity, it is very much characteristic of the institution, both in terms of students and faculty. That reality is a by-product of the linkages with the world-wide aviation community which NTPS serves. The team met with students and faculty from the UK, Australia, Italy, Canada, Israel, Brazil and other countries. The international flavor of life at NTPS is readily apparent and enthusiastically endorsed by all as providing improvements to both the academic and student/faculty experience. (CFR 1.4)

*CFR 1.5 – Education as primary purpose; autonomy from external entities*

The primary purpose of NTPS is clearly focused on education. The institution is a non-profit entity. The structure appears to guarantee independence from external entities, and there are no governmental, corporate, or religious affiliations. (CFR 1.5)

NTPS must clearly and consistently deliver the type of education and practical experience that meet the “real world” requirements of students, and their sponsors. Thus, the institution is aware of the ever-changing needs of the profession by staying in very close contact with industry and government, in order to be relevant. Failure to do so would very quickly result in harm to the institution.

*CFR 1.6 – Truthful representation to students/public; fair and equitable policies; timely completion*

The institution appears to be truthful and accurate in its public representations, including to students. Policies appear to the team to be fair and equitable. Timely completion is in the interests of all concerned, and is functioning well, given the nature of the students and financial support provided by sponsoring entities. (CFR 1.6)

*CFR 1.7 – Operational integrity; sound business practices; timely and fair responses to complaints; evaluation of institutional performance*

The institution is provided appropriate oversight by its board, as well as having a history of clean audits. The structure of operations appears to facilitate and employ sound business practices.

(CFR 1.7)

Given the relatively small number of high-tuition students, faculty-intensive instruction and support, and very significant equipment (aircraft and other) costs, NTPS is very well-aware of the need to attract and retain each and every student. Many of the government contracts are established well in advance, allowing reasonable budget forecasting. However, as NTPS pointed out, the needs of a sponsoring government might change suddenly, due to political changes or the outbreak of conflict that requires students to remain (or return) home to serve their nation's military. Thus, NTPS must be (and appears to be) flexible and adaptable, and able to continue to develop sufficient reserves for sustainability.

*CFR 1.8 – Honest, open communication with WSCUC including notification of material matters; implementation of WSCUC policies*

NTPS appears to have been working well with BPPE, ABET, and EASA. There are no indications of issues with WSCUC. The team found every interaction to be transparent and

honest. (CFR 1.8)

*The team's finding, which is subject to Commission review, is that NTPS has presented sufficient evidence to demonstrate compliance with Standard 1 that is required for initial accreditation.*

## **Standard 2. Achieving Educational Objectives through Core Functions**

Standard 2 addresses NTPS's ability to achieve its purposes and educational outcomes at both the institutional and program level through core functions of teaching and learning, scholarship and creative activity, and support for student learning and success.

### ***Teaching and Learning***

*CFR 2.1 – Programs appropriate in content, standards, degree level; sufficient faculty*

The National Test Pilot School educational programs, including their content, number of units, and academic quality, appear to conform to recognized standards and are subject to internal and peer review (CFR 2.1, 2.7). These aspects of their curricula are constantly evaluated by the faculty council in order to promote improvements.

*CFR 2.2 – All degrees clearly defined in terms of requirements and student achievement*

*CFR 2.2b – Clearly defined degrees re: admission requirements and levels of achievement for graduation; processes to ensure meaning, quality and integrity of degrees – Graduate degree requirements clearly stated*

The National Test Pilot School only offers graduate programs, for which standards for admission, and the level of achievement expected at the course are clearly outlined in their policies. (CFRs 2.2, 2.2b). NTPS currently holds two program accreditations or certifications: ABET and EASA (and by which NTPS is the only institution in the world fully certified by EASA in all areas). These both are strong indicators of the quality and relevance of the curriculum. The scope of the curriculum seems to be adequate to the degree issued, given the specificity of NTPS' mission and educational purposes.

The requirements for admission are clearly defined and designed to accommodate a diverse spectrum of candidates within the professional pool relevant to the programs offered. This seems

to be an important aspect of their admission process, due to their international relevance. The main cohort of NTPS students are military forces outside the United States, therefore, they frequently need to accommodate students that don't have a bachelor's degree in engineering related areas. NTPS seems to be prepared to receive these students and provide basic engineering, math and physics courses to raise their level of knowledge in this field. Their structure of teamwork and graduate assistants also plays an important role in this aspect.

The capstone project developed by the students is appropriate to their degree and is normally conducted with adequate practical experience for the students. The nature of the teamwork necessary for flight tests, involving pilots and engineers, is another important aspect of the experience provided by NTPS to their students.

The NTPS degree programs of both MSFTE (Master of Science in Flight Test Engineering) and MSFT&E (Master of Science in Flight Test and Evaluation) are appropriate in content, standards of performance, and rigor, for the degree level awarded to the participants. The MSFTE is accredited by the program accreditor ABET and demonstrates appropriateness in content, standards of performance and rigor for the degree level awarded. The MSFT&E is identical to the MSFTE except for the prerequisite to have an undergraduate engineering degree from an ABET accredited institution. This differentiation, although not common, seems to be an adequate solution to allow non-US graduated students to attend the program and obtain their international level master's degree.

It seems that ABET has motivated a well-articulated structure of Institutional Learning Objectives/Outcomes, Program Learning Objectives/Outcomes, Course Learning Objectives/Outcomes at NTPS. These learning objectives are well organized through curriculum

mapping. In general, student learning outcomes (SLOs) and expectations for student learning at all levels are reflected in the curriculum, programs and policies (CFR 2.3).

*CFR 2.4 – Faculty collective responsibility for setting SLOs and standards, assessing student learning, demonstrating achievement of standards*

Faculty Council interviews allowed the team to better understand the procedures implemented in NTPS. The effectiveness of the Faculty Council seems to be adequate and compliant with the CFR 2.4 where faculty has collective responsibility for setting SLOs and standards, assessing student learning, and demonstrating achievement of standards.

Although the number of professors with PhD degrees is small, most faculty members have at least a master's degree. All faculty members have very extensive practical experience, and due to the particularity of their field of knowledge, flight test, this is very appropriate. The faculty members seem to be adequate for the NTPS educational purpose of providing flight test education and training.

NTPS faculty are fully engaged in the development, delivery, review and assessment of curricula and all programs available at the School. The Chief Academic Officer, in concert with the Faculty Council, has responsibility for all aspects of academic affairs. Learning outcomes, standards of performance, program review and assessment policy and practices, have been developed and implemented by faculty and affirmed by the Faculty Council. (CFR 2.4)

*CFR 2.5 – Students actively involved in learning and challenged; feedback on learning provided*

*CFR 2.6 – Graduates achieve stated levels of attainment; SLOs embedded in faculty standards for assessing student work*

NTPS students are challenged to be actively involved in learning and the faculty has a strong methodology to provide feedback on learning. In providing this feedback, it is important to highlight that at the end of each teaching module, two faculty members personally interview each individual student to make sure they achieved the student learning outcomes expected for that module. This strategy, due principally to the high ratio of faculty/student, is deeply appreciated by the students. Students are required to present a capstone project which is assessed both through a written document and an oral presentation. Each part of this evaluation is used to assess very well-defined learning outcomes.

When asked about their understanding of what are the expected learning outcomes of each modules, the students agree that they are explicitly defined at the beginning of each module and are continually assessed during the development of the module.

For the flight activities, the students received personalized assistance from faculty, including: initial assistance on the definition of flight test purpose, verification of flight test plan, briefing and de-briefing for each flight executed, familiarization with different types of aircraft, and safety pilot assistance during flight execution.

Due to information provided by NTPS on their report and based on the interviews with students and faculty, the committee believes that NTPS fully supports student learning and is engaged in improving the planning, revising, and delivery of curriculum, in accordance with the CFRs 2.3, 2.4, 2.5, 2.6.

*CFR 2.7 – Program reviews include SLOs, retention / graduation data, external evidence and evaluators*

NTPS collects and analyzes data regarding student performance and uses these data to make decisions about curriculum revision. Due to its close relation to the industry and the student's sponsors, NTPS continually receives feedback about its performance and has used this information to make curriculum improvements. Also, due to the EASA accreditation, NTPS has a continuous feedback about the quality of its curriculum (CFR 2.7).

### ***Scholarship and Creative Activity***

*CFR 2.8 – Scholarship, creative activity, and curricular and instructional innovation for both students and faculty valued and supported*

*CFR 2.9 – Faculty evaluation links scholarship, teaching, student learning, and service*

The team found evidence that scholarship, creative work, and curriculum innovation are supported for student, staff and faculty.

Due to its special field of expertise, NTPS, faces difficult challenges to find, hire and retain faculty members. The skills needed for faculty forces NTPS to focus more in training its personnel, than in promoting scholarship and this appears to be an adequate strategy (CFR 2.8).

Scholarship, teaching, assessment, student learning and service are all addressed within the school's operation. Service, as it applies to NTPS, specifically meets the needs of the school operation, the program subject-matter and the student goals (CFR 2.9).

### ***Student Learning and Success***

*CFR 2.10 – Institution identifies and supports needs of students; tracks student achievement*

*CFR 2.12 – Institution provides useful and complete program information and advising*

*CFR 2.13 – Appropriate student support services planned, implemented*

Due to pre-screening strategies, well-structured program, and direct faculty oversight, NTPS has a high rate of graduation, exceeding 90% annually. (CFR 2.10, 2.13). The NTPS data collection and report-out of pertinent information is shared with the Board of Trustees, with the regulatory environment in which it operates, and with the sponsoring bodies that support most of the student population. Information is addressed with the state regulatory agency (BPPE) through its Annual Report for key performance indicators, and with the program accreditor and certifications (ABET and EASA) that validate its operation (CFR 2.10, 2.12).

*CFR 2.11 – Co-curricular programs aligned with academic goals and regularly assessed*

The NTPS provides adequate co-curricular activities (CFR 2.11) to their students. Among these the sponsoring of all students to participate on the SETP (Society of Experimental Test Pilots) and STFE (Society of Test Flight Engineers) Conferences is worthy of note. NTPS also provides some club activities (such as an airplane fabrication club) and a wide variety of industry visits to their students.

*The team’s finding, which is subject to Commission review, is that NTPS has presented sufficient evidence to demonstrate compliance with Standard 2 that is required for initial accreditation.*

**Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability**

Standard 3 addresses how the National Test Pilot School (NTPS) sustains with quality its operations and supports the achievement of its educational objectives through resource allocation and organizational structures. These resources and structures should be sufficient in number and allocated according to appropriate strategies such that NTPS attains its purpose.

***Faculty and Staff***

*CFR 3.1 – Sufficient, qualified, and diverse faculty and staff to support programs and operations*

The National Test Pilot School faculty come from a range of science, military, test pilot, aeronautical engineering, and technology disciplines and appear to hold appropriate degrees and credentials necessary for teaching in their disciplines. (CFR 3.1) Faculty appear to have adequate educational and flight training preparation with all having achieved doctoral (3) or masters (18+) degrees and have significant flight test experience. Faculty demographics (documents supplied by NTPS) indicate a preponderance of white (Caucasian) faculty members as well as seventy-five percent (75%) of the faculty from foreign countries. NTPS employs full-time faculty and also has part-time faculty, all of whom are non-tenured and categorized as instructors.

Position descriptions are available for instructors and administrative staff. NTPS also indicates that faculty are participants in curriculum oversight, teaching, assessment, scholarship and professional service. Through interviews with full-time and part-time instructors, it was determined that many of those in attendance were actively involved with both curriculum and student assessment activities on a program and individual student basis.

*CFR 3.2 – Faculty and staff policies, practices and evaluation well developed and applied*

*CFR 3.3 – Faculty and staff development planned, implemented, and evaluated*

NTPS has been involved in recruiting and hiring faculty and staff to address student needs. The process includes application and interviews with individuals within the NTPS and flight test system and network, which include instructor candidates presenting a class or module demonstration during the interview process. NTPS has weekly faculty and staff meetings to address staffing, student and recruiting needs. An orientation and training process is available for

instructors that includes an “onboarding process.” Through interviews with instructors, it was determined that the on boarding process is fairly effective in getting instructors ready for instruction, through sitting in on classes and modules, review of training manuals, and certain individualized training. The information delivered is intended to provide faculty with clarity regarding institutional purposes and educational outcomes as set forth in the NTPS Policy Manual. (CFR 3.2, 3.3)

Given the nature of the program, course workload is carefully monitored and regulated based on available flight schedules and aviation requirements. There is a written student approval of faculty performance form that is completed by students after each class/module and shared with faculty and an oral interview with each student about their knowledge and feedback. The Chief Academic Officer and Faculty Council provide periodic review of instructors. NTPS currently employs 19 faculty, 11 of whom are full-time and 8 are part time instructors. (CFR 3.3)

Faculty and staff development are a part of NTPS. New faculty receive required training to comply with the requirements imposed by the Federal Aviation Administration, the European Union Aviation Safety Agency and NTPS policies and procedures. Faculty, students and staff attend certain professional conferences and seminars for development and networking purposes. (CFR 3.3)

The Chief Academic Officer chairs the Faculty Council, which also includes heads and chiefs of various departments and areas. The Faculty Council meets periodically and reviews candidates for admission to NTPS as well as candidates for graduation. The Faculty Council is also responsible for fine-tuning the curriculum (as provided and accredited by ABET) making recommendations for best students and other faculty matters. (CFR 3.10)

### ***Fiscal, Physical, and Information Resources***

*CFR 3.4 – Financial stability, clean audits, sufficient resources; realistic plans...*

NTPS has financial stability. In its most recently audited fiscal year, NTPS had a strong cash position and significant net income. In fiscal years ended 2015 and 2017, NTPS had an operating loss. NTPS currently has positive operating income and the President and Chief Financial Officer report that the current fiscal year ended December 31, 2019 should show positive operating income. NTPS recently hired a Chief Marketing Officer to develop a revenue and marketing strategy to attempt to diversify NTPS's revenues. (CFR 3.4)

From documents provided in the institutional report and discovered during the site visit, resources appear to be aligned with educational purposes and outcomes. Financial data are available monthly to the President and Chief Financial Officer and shared with the Board on a periodic basis.

The institution has developed a budgeting process that includes input from the Chief Executive Officer and focuses mainly on expenses. NTPS is working on its revenue projections and budget and it is based on existing customers (foreign governments primarily) who send qualified students to NTPS on a regular basis. The team would encourage a more formal Marketing and Enrollment Plan be approved by the Board to address some of the challenges with historical operating losses, current and proposed revenues, reserves, and other key financial metrics. (CFR 3.4)

*CFR 3.5 – Facilities, services, information and technology resources sufficient and aligned with objectives*

NTPS has significant aircraft, technology, hangars and related physical plant to provide an excellent learning environment. NTPS has over 40 aircraft at its facilities, numerous simulators and other technology for its faculty and students. NTPS provides access to information and technology. Faculty and personnel are trained on the operation of sophisticated equipment, simulations, and labs required for graduate level instruction. Physical resources of aircraft, technology systems, simulation models and offsite experiences enhance the skill sets of the students. (CFR 3.5)

### ***Organizational Structures and Decision-Making Processes***

#### *CFR 3.6 – Leadership operates with integrity, high performance, responsibility, and accountability*

The institution's leadership team has many individuals who have multiple years of experience in aviation and serving as test pilots. Curricula vitae for the President/Chief Executive Officer and Chief Operating Officer/Chief Financial Officer indicate leaders with appropriate level of education and experience to guide and direct the operations of the institution. The institution's leadership appears to be characterized by integrity, high performance and responsibility (CFR 3.6). The Chief Operating Officer was recently made the Chief Financial Officer. The team notes that this transition is in process as the President/Chief Executive Officer is still significantly involved in the financial matters of NTPS. The team recommends that the institution achieve the full realization of the separation between the roles of the chief executive officer and the chief financial officer within the next twelve months.

#### *CFR 3.7 – Clear, consistent decision-making structures and processes; priority to sustained institutional capacity and educational effectiveness*

#### *CFR 3.8 – Full-time CEO and full-time CFO; sufficient qualified administrators*

*CFR 3.10 – Effective academic leadership by faculty*

The organizational chart is fairly typical and hierarchical with individuals functioning within their respective areas of expertise and responsibility. As mentioned above, there are weekly meetings to address faculty, student and staff issues and decisions are made and recommended as appropriate (CFR 3.7). The Chief Academic Officer and Chief Operating Officer report to the President. The leadership structure appears adequate for the small population of faculty at NTPS. (CFR 3.8)

Through the Faculty Council, and daily direct interaction with the administration, the faculty are effectively involved in providing academic leadership. (CFR 3.10)

*CFR 3.9 – Independent governing board with appropriate oversight*

The NTPS Board of Directors consists of eight members: a Chair, five independent directors, one interested director (who is also the Chief Marketing Officer), and the NTPS President (who is an ex-officio member). All of the Board members are current or former test pilots and/or instructors and have executed the institution's conflict of interest policy. A Manual for the Board of Trustees was also recently updated. Several of the Board Members have long tenure on the Board, with a few recently appointed.

However, the current Board of Trustees (i) lacks diversity of expertise and representation, (ii) does not hold separate Committee meetings and does not appear to have separateness as required on certain Committees, (iii) does not have robust minutes of what occurred in the Board meetings, and (iv) does not appear to have appropriate Committee Chairs, all consistent with the WSCUC Governing Board Policy and Governing Board Policy Implementation Guide. As a result, the team recommends, consistent with WSCUC Governing Board Policy, the institution

continue the evolution of the Board of Trustees towards a greater diversity of expertise and representation (including members with higher education and finance experience), as well as membership, chairs and function of committees, and related governance best practices.

*The team's finding, which is subject to Commission review, is that NTPS has presented sufficient evidence to demonstrate compliance with Standard 3 that is required for initial accreditation.*

#### **Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement**

Standard 4 addresses the National Test Pilot School's (NTPS) engagement in sustained evidence-based self-study and reflection about how well it is attaining its mission and purposes, and achieving its educational outcomes. Is institutional inquiry used to plan, set priorities and improve quality and effectiveness?

##### ***Quality Assurance Processes***

*CFR 4.1: Quality Assurance processes in place to collect, analyze and interpret data; track results over time; use comparative data; and make improvements.*

NTPS' major quality assurance process is their own internal periodic program review process outlined in the NTPS Program Review Handbook. This review process incorporates assessment of student learning and other aspects of program evaluation. The objective of NTPS' program review process is to improve curricula, pedagogy and learning results.

Particularly noteworthy are the practices of individual student interviews with faculty following each course module to assess and provide feedback on student learning, and faculty review of each course module at completion. The review team suggests NTPS further document the results of these post-course-module reviews to provide a record of program improvement.

Importantly, in addition to the NTPS' internal review process, NTPS' has sought review of its programs by external professional agencies. NTPS has achieved accreditation for its Master of Science in Flight Test Engineering degree by ABET. NTPS has earned professional certification of its program by EASA. Both of these accreditation/certification processes serve significantly to provide quality assurance.

NTPS is a non-traditional school, with narrow focus and tight connections to the industry it serves, Flight Test Engineering. Students are directly sponsored by NTPS' industry clients. Ongoing interactions of NTPS with the industry and sponsors serves as an additional quality assurance process, particularly for non-academic areas including student support.

In sum, NTPS does employ a deliberate set of quality-assurance processes appropriate to its program and mode of operation, its academic field (ABET) and its industry (EASA).

*CFR 4.2: Sufficient institutional research (IR) capacity; data disseminated and incorporated in planning and decision-making; IR effectiveness assessed.*

NTPS is a small school and would not be expected to have an office or even an individual FTE position dedicated solely to IR. The CEO/President serves as the ALO. The administrative staff maintains the official records related to students (admissions, support, progress) and courses (schedule, staffing, delivered). The CEO and Provost/CAO, with faculty participation, perform the IR review and evaluation function. Data on student outcomes (enrollment, progress, graduation/completion) is maintained. Data and evidence on student accomplishment of learning outcomes is collected by the faculty and by student surveys following each course. These data are shared internally with the Faculty Council. NTPS satisfies external reporting requirements of external accrediting (ABET, BPPE) and certification (EASA) agencies.

NTPS has adequate institutional research capability consistent with its purposes and characteristics. But while changes are made to improve the program and courses as issues arise, systematic documentation of the achievement of learning outcomes and the record of program improvements that result could be more fully developed. The review team suggests NTPS may benefit from continuing development and formalization of institutional research analysis to support decision-making and improvement.

### ***Institutional Learning and Improvement***

*CFR 4.3: Commitment to improvement based on data and evidence; systematic assessment of teaching, learning, campus environment; utilization of results.*

There is evidence that NTPS has a commitment to continuous improvement based on data, systematic assessment and learning, as well as the utilization of results (CFR 4.3). Processes exist for assessing student learning; student feedback; assessment of faculty, particularly at hiring; observation of faculty teaching; and course review and improvement. NTPS has a record of reviewing, assessing, and distributing results for student progress with the faculty and academic components of their programs. Leadership at all levels of NTPS – administration, faculty, trustees -- are involved with the review and improvement processes of the institution (CFR 4.3).

*CFR 4.4: Ongoing inquiry into teaching and learning to improve curricula, pedagogy, and assessment.*

Faculty and administrators regularly and systematically collaborate in an ongoing inquiry of the teaching and learning function. Processes are in place to improve the curriculum, pedagogy, and assessment (CFR 4.4) NTPS maintains a policy statement, Standards of Performance, and a Program Review Manual outlining its review and improvement process.

Program curricula for NTPS is industry-driven -- program accreditation of ABET is required in the industry, and EASA certification establishes credibility within the international community. Curricula development, review and delivery is under the auspices of faculty, under the direction of the CAO. Oversight is provided by the Faculty Council. Administration, faculty and the Faculty Council provide ongoing review to assure satisfaction of ILOs. (CFR 4.4)

*CFR 4.5: Appropriate stakeholders involved in regular assessment of institutional effectiveness.*

NTPS involves the appropriate stakeholders in the assessment of institutional effectiveness. (CFR 4.5) NTPS regularly informs and involves stakeholders and constituents in the review and alignment of its educational programs. Students participate in the program review process and through evaluations of courses and faculty.

Somewhat unique to NTPS, there is ongoing involvement of NTPS with the flight test community and industry, and with the international sponsors who select and support students throughout the program. Graduated students return to their sponsoring country/company, and sponsoring countries/companies are “repeat customers” based on the success of the graduates they observe. This direct connection with the industry motivates NTPS institutional effectiveness. (CFR 4.5)

Information on the curricula, student progress, and assessment of outcomes is shared with the appropriate external regulatory (BPPE), accrediting (ABET) and certification (EASA) agencies. (CFR 4.5)

*CFR 4.6: Reflection and planning with multiple constituents; strategic plans align with purposes; address key priorities and future directions; plans are monitored and revised as required.*

NTPS strategic planning involves appropriate stakeholders and is coordinated with resources planning and budget. (CFR 4.6)

NTPS has engaged in updating its Strategic Plan. The Strategic Plan currently in place began with a 10-year vision in 2013, extending into a 20-year plan constructed on a vision for the future. Within its plan, NTPS has articulated an aspirational long-run vision: To become “the Premiere Total Flight School Education, Training, and Research Organization in the World.” The strategic plan provides for both near-term (5-year) and longer-run (10-year, 20-year) strategic objectives, and provides for an ongoing process to assess and monitor accomplishments to their objectives. Operational plans (2019) are aligned with the strategic plan. (CFR 4.6)

*CFR 4.7: Anticipating and responding to a changing higher education environment.*

NTPS’ seeking WSCUC accreditation is the most immediate and compelling example of it adapting to changes in its own, and the broader, education environment. NTPS has effectively used the WSCUC accreditation process both as a means for reviewing the broad mission, objectives and strategy of the institution, as well as for improving its operating and quality assurance processes. (CFR 4.7) With education programs previously validated through program accreditation (ABET) and international certification (EASA), NTPS has now re-examined its programs and operations relative to the Standards and Criteria for WSCUC. (CFR 4.7)

NTPS has a history of maintaining a consistency with its stated mission and purpose; of maintaining tight connections to the flight test industry which it serves and responsive to industry changes; and additionally meeting standards of regulators and accreditors. Overall, the WSCUC

review team found that NTPS has effectively balanced these competing concerns and sufficiently addressed WSCUC Standard 4.

*The team's finding, which is subject to Commission review, is that NTPS has presented sufficient evidence to demonstrate compliance with Standard 4 that is required for initial accreditation.*

### **SECTION III. REPARATION FOR ACCREDITATION UNDER THE 2013 HANDBOOK OF ACCREDITATION**

NTPS has identified appropriate plans and processes to prepare for future reaffirmation of accreditation. NTPS shows evidence of a learning organization through its planning for the future.

#### ***Degree Programs: Meaning, Quality, and Integrity of Degrees***

NTPS offers graduate degree programs in Flight Test Engineering and Flight Test & Evaluation, directly tied to the institution's mission, with well-specified learning objectives (ILOs, PLOs), and accredited by ABET. In seeking reaffirmation of accreditation, NTPS will assess Degree Program Meaning, Quality and Integrity with reference to WSCUC and ABET standards, and the perspective of the Degree Qualifications Profile (DQP). NTPS has established clear processes, including their Program Review process, for assessing the attainment of ILOs consistent with the institution's purpose and mission. NTPS' plans call for continued attention the CFRs 1.2, 2.4, 2.6, 2.7 & 4.3 to assure Degree Meaning, Quality and Integrity.

#### ***Educational Quality: Core Competencies, and Standards of Performance at Graduation***

NTPS' Institutional Learning Outcomes (ILOs) incorporate the five Core Competencies (written and oral communication, quantitative reasoning, information literacy, and critical thinking), as part of the broader set of ILOs. The process by which NTPS will evidence the expected attributes, will be to assess that the standards of performance are appropriate for graduate-level study and interpreted from that perspective. NTPS' ABET accreditation applies standards commensurate with the graduate degree level. NTPS' EASA certification additionally assures attention to standards of performance. NTPS' plans call for continued attention the CFRs 2.2, 2.4, 2.6, & 2.7 to assure Standards of Performance.

### ***Sustainability: Preparing for the Changing Higher Education Environment***

NTPS appears to be highly attuned to changes in its industry and the educational environment. Both its current initiative to seek WSCUC accreditation and its current attention to strategic planning provide evidence of that. The Strategic Plan for the School will continue to focus attention on the fiscal requirements of the institution, and on the required physical facilities and equipment necessary to support the degree programs. The Strategic Plan is expected to be updated as necessary to identify institutional priorities. NTPS plans call for continued attention to CFRs 3.4, 3.7, 4.1, 4.3-4.7 to assure commitment to Sustainability.

### **SECTION IV. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS**

NTPS awards two degrees, the Master of Science in Flight Test Engineering (MS-FTE, ABET accredited) and Master of Science in Flight Test and Evaluation (MS-FT&E). Both degrees follow the same program of study. The Inventory of Educational Effectiveness Indicators (IEEI) is thorough, with specific details and information that outline the learning outcomes of the programs and the review and assessment processes used by NTPS to assure effectiveness. The processes and practices listed in the IEEI were confirmed by the review team during the NTPS site visit.

### **SECTION V. FINDINGS, COMMENDATIONS AND RECOMMENDATIONS**

#### **Findings**

Through careful review of the Institutional Report, extensive materials provided prior to the Site Visit, supplementary materials provided at the Team's request, and the entire visit itself, the

Team believes it has sufficient evidence to make the findings, commendations, and recommendations contained in this report.

*Overall, the team's finding, which is subject to Commission review, is that National test Pilot School has presented sufficient evidence to demonstrate compliance with all WSCUC Standards that is required for initial accreditation.*

### **Commendations**

The WSCUC team commends National Test Pilot School in particular for the following:

1. Attracting and maintaining highly qualified faculty with specific technical expertise who evidence a deep commitment to their students' success; and for establishing onboarding practices that develop consistent pedagogical practices across the institution.
2. Supporting and matriculating a highly qualified student body with impressive credentials; and for the deep engagement in assuring students' success both in achieving the desired learning and in completing their programs successfully.
3. The robust assessment process for evaluating students' learning outcomes through transparent and personal interaction between faculty and students.
4. The quality of the facilities of the institution, including unique tools it has developed and adapted to meet specific learning needs through the acquisition and maintenance of a diverse fleet of aircraft and simulators.

5. Developing and maintaining deep relationships with the aviation industry, whether that be manufacturers, government, or individuals who need the skills and preparation provided by the institution.

## **Recommendations**

The WSCUC team recommends that National Test Pilot School:

1. Engage in a review and refresh of its current strategic plan, and that the plan be scheduled for similar refreshes on a periodic basis to inform, update and assess the ongoing operations of the institution.
2. Continue to develop and codify the practice of using data generated through institutional research, to support decisions involving changes in organizational practice across all programs and departments.
3. Consistent with WSCUC Governing Board policy, continue the evolution of the Board of Trustees towards a greater diversity of expertise and representation (including members with higher education and finance experience), as well as further developing the membership and function of committees, and related governance best practices.
4. Achieve the full realization of the separation between the roles of the chief executive officer and the chief financial officer.

**APPENDICES – FEDERAL COMPLIANCE FORMS**

**1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM**

<b>Material Reviewed</b>	<b>Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)</b>
Policy on credit hour	Is this policy easily accessible? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b>
	If so, where is the policy located? NTPS Policy Manual (5.4.6) & SAV1 Report
	Comments: Policy is consistent with Federal & WSCUC standards.
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b>
	If so, does the institution adhere to this procedure? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b>
	Comments: Reviewed as part of Program Review
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b>
	Comments: Class Schedule confirms Credit Hour policy
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? Two
	What kind of courses (online or hybrid or both)?
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral <b><u>Masters</u></b>
	What discipline(s)? Flight Test Engineering; Flight Test and Evaluation
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b>
	Comments: Credit value is appropriate to quarter-system courses.
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? One
	What kinds of courses? On aircraft labs & demonstrations
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral <b><u>Masters</u></b>
	What discipline(s)? Flight Test Engineering
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b>
	Comments: Credit value is appropriate to quarter-system courses
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? Two
	What kinds of programs were reviewed? MS-FTE; MS-FT&E
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral <b><u>Masters</u></b>
	What discipline(s)? FTE, FT&E
	Does this material show that the programs offered at the institution are of a generally acceptable length? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b>

	Comments: Catalog confirms MS degree programs required minimum of 48 quarter credit hours.
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Review Completed By: Doug Moses  
Date: Nov 21, 2019

**2 - MARKETING AND RECRUITMENT REVIEW FORM**

Under federal regulation\*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices.

<b>Material Reviewed</b>	<b>Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.</b>
**Federal regulations	Does the institution follow federal regulations on recruiting students? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b>
	Comments: NTPS Policy Statement 2.4.1 confirms compliance
Degree completion and cost	Does the institution provide information about the typical length of time to degree? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b>
	Does the institution provide information about the overall cost of the degree? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b>
	Comments: Unique model of countries or companies sponsoring students.
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b>
	Does the institution provide information about the employment of its graduates, as applicable? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b>
	Comments: BPPE requires relevant disclosure in catalog and on website.

\*§602.16(a)(1)(vii)

\*\*Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Doug Moses  
Date: Nov 21, 2019

**3 - STUDENT COMPLAINTS REVIEW FORM**

Under federal regulation\*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

<b>Material Reviewed</b>	<b>Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)</b>
Policy on student complaints	<p>Does the institution have a policy or formal procedure for student complaints? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b></p> <p>If so, is the policy or procedure easily accessible? Is so, where? <b><u>YES</u></b></p> <p>Comments: In NTPS Policy Manual (SAV Report attachment 1.3.3)</p>
Process(es)/ procedure	<p>Does the institution have a procedure for addressing student complaints? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b></p> <p>If so, please describe briefly:</p> <p>If so, does the institution adhere to this procedure? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b></p> <p>Comments: NTPS Policy Manual (6.1.4)</p>
Records	<p>Does the institution maintain records of student complaints? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b></p> <p>If so, where?</p> <p>Does the institution have an effective way of tracking and monitoring student complaints over time? <input type="checkbox"/> YES <input type="checkbox"/> NO <b><u>YES</u></b></p> <p>If so, please describe briefly: Student complaint files maintained in academic offices (no complaints to date).</p> <p>Comments:</p>

\*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By: Doug Moses

Date: Nov 21, 2019

**4 – TRANSFER CREDIT POLICY REVIEW FORM**

Under federal regulations\*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices accordingly.

<b>Material Reviewed</b>	<b>Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)</b>
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? <input type="checkbox"/> YES <input type="checkbox"/> NO <b>YES</b>
	If so, is the policy publicly available? <input type="checkbox"/> YES <input type="checkbox"/> NO <b>YES</b> If so, where? NTPS Policy 5.6.3. Also in catalog.
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? <input type="checkbox"/> YES <input type="checkbox"/> NO <b>YES</b>
	Comments:

\*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission’s Transfer of Credit Policy.

Review Completed By: Doug Moses

Date: Nov 21, 2019

## **GLOSSARY**

ABET – Accreditation Board for Engineering and Technology

BPPE - Bureau for Private Post-Secondary Education

CAO – Chief Academic Officer

CEO – Chief Executive Officer

CFO – Chief Financial Officer

CFR – Criteria for Review

CLO – Course Learning Objectives/Outcomes

DQP - Degree Qualifications Profile

EASA - European Aviation Safety Agency

ERC – Eligibility Review Committee

FAA – Federal Aviation Administration

IEEI - Inventory of Educational Effectiveness Indicators

ILO – Institutional Learning Objectives/Outcomes

IR – Institutional Research

LOI – Letter of Intent

MS FT&E - Master of Science degree in Flight Test and Evaluation

MS FTE - Master of Science in Flight Test Engineering degree program

NTPS - National Test Pilot School

PLO – Program Learning Objectives/Outcomes

SAV – Seeking Accreditation Visit

SETP - Society of Experimental Test Pilots

SLO – Student learning outcomes

STEM – science, technology, engineering and mathematics

TPS – Test Pilot School

WASC – Western Association of Schools and Colleges

WSCUC - WASC Senior College and University Commission