

Assessment: Assessment Unit Four Column

POA - Aviation Professional Pilot, BS

College: Continuing Education

Department/School/Division: Aviation

Assessment Liaison: Todd P. Hubbard

Mission: Aviation Management (Fly) and Professional Pilot are both indicated here, because they are very similar.

The mission of the professional pilot degree ensures graduates are immersed in the historical, current and emerging educational issues found within the various types of flight missions within aviation and ensures graduates are prepared for a productive professional flying career. The curriculum will afford the opportunity to prepare individual students to not only possess the skill sets of a competent professional pilot but also with the skills to assume leadership roles within the aviation industry with a solid foundation of appropriate level aeronautics, pilot skills within single engine land and multi-engine land operations, personnel behavior and human relations within aviation and a foundation of business management. Through the curriculum and attendance at the University of Oklahoma the student will have the opportunity to study in a multi-cultural environment and obtain the knowledge which will allow the student to examine, evaluate and appreciate the economic, political, cultural, social, moral, and technological aspects of aviation. The curriculum provides for skills in mathematics, sciences, communications, meteorology and aeronautics including certification as a commercial pilot with airplane single-engine land, multi-engine land and instrument airplane ratings with high performance and high altitude endorsements. Critical thinking and problem solving skills in aircraft performance, navigation and aircraft systems operations are taught and developed via classroom training and simulations in advanced aircrew training devices. Effective single pilot / crew resource management, human factors, operational risk management and safety awareness are introduced and constantly emphasized throughout the curriculum. Graduates will be able to contribute positively to their organizations of employment and society through the varied roles and missions of being a professional pilot.

The mission of the aviation management (flying) degree ensures students are immersed in the historical, current and emerging educational and real world issues found within the various types of support and business management missions within the aviation industry. The curriculum will afford the opportunity to prepare individual students to not only possess the skill sets of a competent aviation management professional but also with the skills to assume leadership and team roles within the aviation industry with a solid foundation of management, finance and business with the background of commercial aviation. Students will be encouraged to foster the discovery and transmission of knowledge about the development, functioning, management, organizational behavior and continuing adaptation of organizations in a changing global business environment. Through the curriculum and attendance at the University of Oklahoma the student will have the opportunity to grow and develop in a mature environment and obtain skill sets which will allow the student to examine, evaluate and appreciate the economic, political, cultural, moral, and technological aspects of today's aviation industry. Additionally, The curriculum provides for skills in mathematics, sciences (or physics), communications, meteorology and aeronautics including certification as a commercial pilot with airplane single-engine land and instrument airplane ratings. Critical thinking and problem solving skills in aircraft performance, navigation and aircraft systems operations are developed via simulations in advanced aircrew training devices. Effective pilot resource management, human factors, single and crew resource management, operational risk management and safety awareness are constantly emphasized throughout the curriculum. Graduates will contribute positively to their organizations of employment and society through the varied roles and missions of being an aviation management professional.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Assessment Results</i>
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<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Assessment Results</i>
<p>PP/AM Outcome 1 - Apply mathematics, science, and applied sciences to aviation-related disciplines Ability to perform simple math problems; Ability to understand the nature of gases; Ability to understand meteorological conditions; Standard of Excellence Score >85%</p> <p>Outcome Status: Active Student Learning Outcome Type: Student Learning Start Date: 03/03/2014</p>	<p>Direct - Examination - AVIA 1111 Av Orientation: Oral examinations by the instructor in class (questions from the podium) and Written Tests measuring understanding of applied science of aviation Performance Target: >80%</p>		
	<p>Direct - Examination - AVIA 2613 Av Safety: Online testing no less than mid-term and final (take home variety, untimed) measuring understanding of scientific analysis of accident data Performance Target: >80%</p>		
	<p>Direct - Publication - AVIA 3103 students write 15 papers on the variations of the applied science of human factors (physiological and psychological) Performance Target: >85%</p>		
	<p>Direct - Examination - AVIA 3333 tests on the philosophy of western law and its application to case law Performance Target: >85%</p>		
	<p>Indirect - Student Course Evaluation - eValue scores Performance Target: >4</p>		
	<p>Direct - Examination, Comprehensive/General - In Intro to Aviation (1113) tests, quizzes, and oral and written assignments are used to determine the students ability to apply math and science to aviation-related disciplines. Performance Target: FAA expects >70%; Department expects >80%</p>		
	<p>Direct - Examination, Comprehensive/General - In Primary flying (1222) tests, quizzes,</p>		

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and oral and written assignments are used to measure the students' abilities to apply math and science to aviation-related disciplines.

Performance Target: FAA expects >70%; Department expects >80%

Direct - Examination, Comprehensive/General - In Advance flying (2231) oral and written assignments, and practical assessments are used to determine if students can apply math and science to aviation-related disciplines.

Performance Target: FAA expects >70%; Department expects >80%

Direct - Examination - AVIA 1013, Intro to ATC. Computational testing of math and science facts and formulas

Performance Target: 85%

Additional Notes: During Introduction to ATC students study the math and science of the National Airspace System.

PP/AM Outcome 2 - Analyze and interpret data: Ability to read and understand performance data; Ability to apply formulae to varying conditions; Ability to interpret complex situations and identify right behavior; Standard of Excellence Score >100%, but greater than 70% is minimally acceptable by FAA standards.

Outcome Status: Active

Student Learning Outcome Type: Student Learning

Start Date: 03/03/2014

Direct - Examination, Comprehensive/General - Part 141 Pilot Training is regulated by the Federal Aviation Administration. The program must maintain a greater than 80% first-time pass rate for both written and practical tests. In Intro to Aviation (AVIA 1113), Primary Flight (AVIA 1222), Advanced Flight (AVIA 2231) and Secondary Flight (AVIA 2341) computer-generated tests measure ability to interpret weather data, takeoff data, landing data, and

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	<p>navigational data. Students interpret complex weather data from daily forecasts of terminal weather conditions, based</p> <p>Performance Target: FAA expects >70%; Department expects >80%</p> <p>Indirect - Student Course Evaluation</p> <p>- evaluate</p> <p>Performance Target: >4</p>		
<p>PP/AM Outcome 3 - Work effectively in teams</p> <p>Ability to read and understand performance data; Ability to apply formulae to varying conditions; Ability to interpret complex situations and identify right behavior; Standard of Excellence Score >85%</p> <p>Outcome Status: Active</p> <p>Student Learning Outcome Type: Student Learning</p> <p>Start Date: 03/03/2014</p>	<p>Direct - Examination, Comprehensive/General - In Intro to Aviation (AVIA 1113), Primary Flight (AVIA 1222), Advanced Flight (AVIA 2231) and Secondary Flight (AVIA 2341) computer-generated tests measure ability to interpret takeoff data, landing data, and navigational data. Students compute takeoff speeds, landing speeds, headwind and crosswind components for landing. Students review operational restrictions to flight, to include maximum and minimum flying speeds.</p> <p>Performance Target: FAA expects >70%; Department expects >80%</p>		
	<p>Direct - Examination - In Aviation Safety (AVIA 2613) online tests examine students' ability to identify right behavior and wrong behavior from National Transportation Safety Board accident reports.</p> <p>Performance Target: >80%</p>		
	<p>Direct - Examination - In Crew Resource Management (AVIA 4423) on multiple choice tests students identify the five hazardous attitudes for pilots, behavioral markers for all</p>		

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	<p>phases of flight, and right and wrong behavior from accidents reported in Limits of Expertise. Teams report on accident findings for aircraft accidents in Limits of Expertise.</p> <p>Performance Target: >85%</p> <p>Indirect - Student Course Evaluation - evaluate</p> <p>Performance Target: >4</p>	<p>Direct - Project - In Capstone (4713) students work on teams to complete problem-solving projects. Projects are graded by the instructor and by clients and mentors.</p> <p>Performance Target: >85%</p>	
<p>PP/AM Outcome 5 - Communicate effectively, using both written and oral communication skills Ability to communicate effectively, by use of common radio phraseology; Ability to explain aerial maneuvers; Understand the benefits of effective communication among pilots and air traffic controllers; Ability to use the case brief format to explain complex law cases; Standard of Excellence Score >85%</p> <p>Outcome Status: Active Student Learning Outcome Type: Student Learning Start Date: 03/03/2014</p>	<p>Direct - Examination, Comprehensive/General - In Intro to Aviation (AVIA 1113), Primary Flight (AVIA 1222), Advanced Flight (AVIA 2231) and Secondary Flight (AVIA 2341) communication effectiveness in radio phraseology is measured by in class recitation and during flight labs. Direct measure is based on pattern matching.</p> <p>Performance Target: FAA expects >70%; Department expects >80%</p> <p>Direct - Examination - In Aviation Safety (AVIA 2613) online tests examine students' ability to identify proper radio phraseology from National Transportation Safety Board accident reports.</p> <p>Performance Target: >80%</p> <p>Direct - Project - In Crew Resource Management (AVIA 4423) Teams report on accident findings for aircraft accidents in Limits of</p>		

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	<p>Expertise measure communication effectiveness.</p> <p>Performance Target: >85%</p> <p>Indirect - Student Course Evaluation - eValuate</p> <p>Performance Target: >4</p> <hr/> <p>Direct - Project, Exhibition - Formal evaluation of the final project presentation for AVIA 4713, Capstone.</p> <p>Performance Target: 88% (presentation); 88% (group assignment)</p> <p>Additional Notes: Communication is the output portion of the project exhibition. However, SLO-2 assesses how students analyze and interpret data, which is part of preparing the project's final presentation and report. SLO-7 assesses the students' ability to understand how contemporary issues affect their project. Finally, SLO-11 assesses students' knowledge of business sustainability in aviation issues that pertain to their topic. Therefore, the grade for the Project Exhibition is a cumulative grade.</p>	<p>Reporting Period: 2018 - 2019</p> <p>Result Type: Target Met</p> <p>For Fall 2018, SLO-5 performance was 90%; For Spring 2019, SLO-5 performance was 93% (09/27/2019)</p> <p>Number of Students Assessed: 14</p> <p>Related Documents: AABI 2020 Self Study Questionnaire FA18-4713 (1).docx</p>	<p>Use of Assessment Results: We measure continuity of course design as well as the student performance outcomes for Capstone. When we see the little variance between scores in SLO-5, oral and written communication, over time, we are relatively certain our course design is working. Fall 2018 SLO-5 score of 90%, also represents 90% in SLO-2, SLO-7, and SLO-11. Spring 2019 SLO-5 score of 93% also represents 93% in SLO-2, SLO-7, and SLO-11. We then compare to earlier examples, to see if there is continuity. In 2016 SLO-5 was 91.6%. In 2015 SLO-5 was 91.8%. We have watched the development of this course over time and are confident that we have the right course design. The continuity also indicates the level of professionalism of the course instructor, who works hard to present a similar Capstone experience to every student group. (09/27/2019)</p>
	<p>Indirect - Student Course Evaluation - eValuate end of course survey for 4983, Airline Management</p> <p>Performance Target: 4.0</p>	<p>Reporting Period: 2018 - 2019</p> <p>Result Type: Target Met</p> <p>5.0 for instructor effectiveness; 5.0 for course effectiveness (09/27/2019)</p> <p>Number of Students Assessed: 15</p>	<p>Use of Assessment Results: eValuate scores are posted on the School of Aviation Studies website. Scores higher than 4.0 are acceptable. This instructor has</p>

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	<p>Indirect - Student Course Evaluation - eValuate end of course survey for 4713, Capstone Performance Target: 4.0</p>	<p>Related Documents: AABI 2020 Self Study Questionnaire FA18-4983 (1).docx</p> <p>Reporting Period: 2018 - 2019 Result Type: Target Met 4.5 instructor effectiveness; 4.8 course effectiveness (09/27/2019) Number of Students Assessed: 28</p>	<p>continued to do an outstanding job with this course and should be nominated for a teacher's award in the next award cycle. (09/27/2019)</p> <p>Use of Assessment Results: eValuate scores are posted publically on the School of Aviation Studies website. This instructor consistently achieves high ratings from students for his instruction and for the organization and effectiveness of his course. This instructor should be considered for a teaching award during the next award cycle. (09/27/2019)</p>
<p>PP/AM Outcome 6 - Engage in and recognize the need for life-long learning Ability to see the benefit of building experience as a pilot; Ability to use historical examples to support right thinking in the cockpit; Ability to understand the benefit of sustained, right behavior; Ability to understand how Capstone opportunities build a person's confidence in solving operational problems. Excellence Score >85%</p> <p>Outcome Status: Active Student Learning Outcome Type: Student Learning Start Date: 03/03/2014</p>	<p>Direct - Examination, Comprehensive/General - In Aviation Orientation (AVIA 1111) paper assignment measures understanding of right thinking and right behavior; test measures knowledge of historical example that support right thinking In flight courses (AVIA 1113, 1222, 2231, 2341, 3572, 3581) stage checks measure right thinking, right behavior, pilot experience, pilot judgment, ability to solve problems</p> <p>Performance Target: FAA expects >70%; Department expects >80%</p> <p>Direct - Examination - History of Aviation (AVIA 2513) test measures retention of historical examples of right thinking and right behavior Performance Target: >85%</p>		

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	<p>Direct - Publication - Flight Deck Env. Issues (AVIA 3103) papers 1-15 (e.g. gas laws, anatomy, psychology of flight, etc.) measure awareness of human factors issues that affect flight safety and personal readiness to fly</p>		
	<p>Performance Target: >85%</p>		
	<p>Direct - Examination - Aviation Safety (AVIA 2613) online tests measure understanding of right behavior and right thinking through examination of NTSB accident reports</p>		
	<p>Performance Target: >80%</p>		
	<p>Direct - Presentation - Survey of Aviation Law (AVIA 3333) case briefs examine student awareness of historical legal issues and how they were resolved in the courts; test 1 examines student knowledge of origins of western law; review of Department of Transportation Office of Inspector General criminal cases dealing with aviation safety measures awareness of current crimes</p>		
	<p>Performance Target: >85%</p>		
	<p>Direct - Examination - Crew Resource Management (AVIA 4423) test 1 measures student awareness of development of resource management in pilots from WWII to present; review of NTSB accident reports in Limits of Expertise team assignment measures knowledge of ineffective resource management in past</p>		
	<p>Performance Target: >85%</p>		

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	<p>Direct - Publication - Aerospace Ethics (AVIA 4663) papers 1-4 measure student awareness of historical ethical breaches in the aerospace industry, to include outsourcing, consequentialism in decision making, and whistle blowing</p> <p>Performance Target: >85%</p> <p>Direct - Project - Senior Capstone (AVIA 4713) team assignments measure students' ability to manage a project and solve real life problems</p> <p>Performance Target: >80%</p>		
	<p>Indirect - Student Course Evaluation - eValueate</p> <p>Performance Target: >4</p>		
	<p>Direct - Project - In AVIA 4990, scientific investigation</p> <p>Performance Target: 85%</p> <p>Additional Notes: This was an independent study project aimed at fortifying a risk management checklist used by pilots. The student had to quantify the general categories of Illness, Medication, Stress, Alcohol, Fatigue, and Eating (nutrition).</p>		
	<p>Indirect - Interview - Students write an 1800-word review of books they read for each course. During Capstone, students are interviewed and held accountable for the content of books they have read since beginning their education in the School of Aviation Studies. The interview is conducted by a panel of faculty and industry partners. Students answer questions about at</p>	<p>Reporting Period: 2018 - 2019</p> <p>Result Type: Target Met</p> <p>Three students were selected to be interviewed. Each student passed the interview. (09/27/2019)</p> <p>Number of Students Assessed: 3</p>	<p>Use of Assessment Results: Since 2015, the faculty has deliberated over how to improve student education. It was found that students refuse to read the material in reading lists that support a course. In the summer of 2018, the Reading for Life project was launched. We did not intend on conducting interviews until everyone grew used to the</p>

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	<p>least four books they have read.</p> <p>Performance Target: Pass</p> <p>Additional Notes: Reading for Life is a program developed to encourage students to read books that will enlarge their perception of the world, the aviation and aerospace industry, and the persons who have left their legacies so that we can prosper in life. Instructors select a book for their course and assign it to their students. Students must complete the 1800-word written review to receive credit for the assignment and to be eligible for credit in the course. If a student does not complete the Reading for Life assignment, he or she will fail the course, regardless of grades achieved.</p> <p>Indirect - Student Course Evaluation - eValueate end of course survey for 3103, Flight Deck Environmental Issues</p>	<p>Reporting Period: 2018 - 2019</p> <p>Result Type: Target Met</p> <p>4.2 instructor effectiveness; 4.4 course effectiveness (09/27/2019)</p>	<p>project. In spring 2019, the project definition was further revised and both instructors and students grew used to the assignment. At the end of the Capstone course in May 2019, the faculty conducted a public interview. We selected three students and asked them to review the books they had read and be prepared for interview questions similar to those questions they answered in their 1800-word written reviews. The students were successful, however, we knew that in future we would need to refine the process. Our second attempt at interviews will occur fall 2019. At first, the students resisted the assignment, but over time fewer and fewer students openly complained about the reading. Now, you can hear students talking about things they are learning in the books they read. We feel that reading also improves a person's writing ability, which we feel will help in overcoming writing deficiencies (SLO-5). We also feel that reading helps students articulate their thoughts in a meaningful way (SLO-5). The Reading for Life project has improved the education of students in every course we teach. (09/27/2019)</p> <p>Use of Assessment Results: eValueate scores are posted on the public, School of Aviation Studies</p>

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	<p>Performance Target: 4.0</p> <p>Indirect - Student Course Evaluation - eValuate comments on the end of course survey Performance Target: favorable comments for Reading for Life project</p>	<p>Number of Students Assessed: 9</p> <p>Reporting Period: 2018 - 2019 Result Type: Target Met A majority of students approve of the Reading for Life project. (09/27/2019) Number of Students Assessed: 220</p>	<p>website. Scores in excess of 4.0 in either category are acceptable. (09/27/2019)</p> <p>Use of Assessment Results: We will continue to monitor comments on the eValuate surveys as regards the Reading for Life project. Although we would not consider deleting the project, we are willing to accept criticism if the end product will be improved. We will discuss the effectiveness of this project at the end of the fall 2019 semester, and again in January 2020. (09/27/2019)</p>
<p>PP/AM Outcome 7 - Assess contemporary issues Ability to understand how past experiences can help prevent wrong actions; Ability to interpret from NTSB narrative what the key issues were in any aircraft accident report; Ability to understand the benefit of reading Aviation Safety Reporting Systems data sets; Standard of Excellence Score >85%</p> <p>Outcome Status: Active Student Learning Outcome Type: Student Learning Start Date: 03/03/2014</p>	<p>Direct - Examination - In Aviation Orientation (AVIA 1111) current event quizzes are used to measure comprehension of aviation contemporary issues Performance Target: >80%</p> <p>Direct - Publication - In Flight Deck Env. Issues (AVIA 3103) a reflection paper is used to measure comprehension of human factors contemporary issues Performance Target: >85%</p> <p>Direct - Examination - In History of Aviation (AVIA 2513) current event quizzes and reflection papers are used to measure comprehension of historic events of the last few years Performance Target: >85%</p> <p>Direct - Examination - In Aviation Safety (AVIA 2613) analysis of recent NTSB aircraft accident reports measures understanding of</p>		

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	<p>contemporary safety issues as regards right and wrong actions of pilots</p> <p>Performance Target: >80%</p> <p>Direct - Performance, Speech - In Career Development (AVIA 3013) students participate in mock job interviews conducted by commercial airline pilots to measure awareness of relevant, contemporary issues in job placement</p> <p>Performance Target: >80%</p>		
	<p>Direct - Publication - In Survey of Aviation Law (AVIA 3333) a paper reviewing criminal activity affecting aviation safety from the Office of Inspector General for the Department of Transportation measures awareness of contemporary issues affecting flight safety</p> <p>Performance Target: >85%</p>		
	<p>Direct - Examination - In Aerospace Contract Administration (AVIA 3913) tests measure understanding of contemporary issues in aerospace project management</p> <p>Performance Target: >80%</p>		
	<p>Direct - Project - In Crew Resource Management (AVIA 4423) team project measures student ability to assess contemporary issues in flight deck resource management and in aircraft accident prevention</p> <p>Performance Target: >85%</p>		
	<p>Direct - Project, Research/Writing - In Aerospace Ethics (AVIA 4663) four papers measure assessment of contemporary issues related to</p>		

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	<p>maintenance outsourcing, airport modernization at Chicago O’Hare, consequentialism in ethical decision making as regards Aviation Safety Inspectors assigned to Part 121 operations, and the ethics whistle blowing</p> <p>Performance Target: >85%</p> <p>Direct - Project - In Senior Capstone (AVIA 4713) team projects measure students’ ability to form a team, find a real problem needing to be solved that assesses contemporary issues in aviation, discuss goals and objectives with project clients, create a statement of work, distribute workload, and create deliverables that satisfy the project client</p> <p>Performance Target: >80%</p> <p>Indirect - Student Course Evaluation - evaluate</p> <p>Performance Target: >4</p>		
	<p>Direct - Examination - In 4423, Crew Resource Management, a written test is used to assess knowledge about this topic.</p> <p>Performance Target: 85%</p>	<p>Reporting Period: 2018 - 2019</p> <p>Result Type: Target Met 96% (09/27/2019)</p> <p>Number of Students Assessed: 86</p> <p>Related Documents: AABI Self Study Questionnaire AVIA 4423 CRM 2019 bb (3).docx</p>	<p>Use of Assessment Results: We are confident that our students have a good theoretical knowledge of crew resource management among pilots sharing pilot duties on today's modern aircraft (96%). However, we have not sampled their practical ability to manage crew resources. This shortcoming inspired several Capstone groups to examine how better we can prepare our pilots for crew duties. We are now talking to FlightSafety International about purchasing the Mission Fit simulator and then creating a research consortium</p>

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that would use the simulator for various research projects. The side benefit for the CRM course is that our students will then have a simulator to practice managing resources as crewmembers. (09/27/2019)

PP/AM Outcome 8 - Use the techniques, skills and modern technology necessary for professional practice
Ability to use electronic devices while controlling aircraft. Excellence Score >85%

Outcome Status: Active
Student Learning Outcome Type: Student Learning
Start Date: 03/03/2014

Direct - Examination, Comprehensive/General - In Intro to Aviation (AVIA 1113) stage check measures student ability to use modern technology while controlling an aircraft
In Primary Flight (AVIA 1222) stage check measures student ability to use modern technology while controlling an aircraft
In Advanced Flight (AVIA 2231) stage check measures student ability to use modern technology while controlling an aircraft
In Secondary Flight (AVIA 2341) stage check measures student ability to use modern technology while controlling an aircraft
In Fundamentals of Instrument Flight (AVIA 3133) stage check measures student ability to use modern technology while controlling an aircraft
In Instrument Flying (AVIA 3572) stage check measures student ability to use modern technology while controlling an aircraft
In Turbine Transition (AVIA 4313) stage check measures student ability to use modern technology while controlling an aircraft

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	<p>Performance Target: FAA expects >70%; Department expects >80%</p> <p>Indirect - Student Course Evaluation - evaluate</p> <p>Performance Target: >4</p>	<p>Indirect - Survey - Senior exit survey</p> <p>Performance Target: >4</p> <p>Additional Notes: The School of Aviation Studies sends out a senior exit survey toward the end of each semester in which seniors graduate.</p>	
<p>PP/AM Outcome 9 - Assess the national and international aviation environment</p> <p>Ability to understand how the national airspace system works and how to operate within it</p> <p>Excellence Score >85%</p> <p>Outcome Status: Active</p> <p>Student Learning Outcome Type: Student Learning</p> <p>Start Date: 03/03/2014</p>	<p>Direct - Examination, Comprehensive/General - In Intro to Aviation (AVIA 1113) stage check measures student ability to safely operate an aircraft in the national airspace system</p> <p>In Primary Flight (AVIA 1222) stage check measures student ability to safely operate an aircraft in the national airspace system</p> <p>In Advanced Flight (AVIA 2231) stage check measures student ability to safely operate an aircraft in the national airspace system</p> <p>In Secondary Flight (AVIA 2341) stage check measures student ability to safely operate an aircraft in the national airspace system</p> <p>In Fundamentals of Instrument Flight (AVIA 3133) stage check measures student ability to safely operate an aircraft in the national airspace system</p> <p>In Instrument Flying (AVIA 3572) stage check measures student ability to safely operate an aircraft in the national airspace system</p> <p>In Turbine Transition (AVIA 4313)</p>		

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Assessment Results</i>
	<p>stage check measures student ability to safely operate an aircraft in the national airspace system</p> <p>Performance Target: FAA expects >70%; Department expects >80%</p> <p>Indirect - Student Course Evaluation - evaluate</p> <p>Performance Target: >4</p>		
<p>PP/AM Outcome 10 - Apply pertinent knowledge in identifying and solving problems Ability to solve systems problems and derive a safe course of action when confronted with aircraft malfunctions; Ability to decide when an alternate is necessary and when it is best to proceed to that alternate; Ability to know when an approach is unstable and then to recover; Standard of Excellence Score >85%</p> <p>Outcome Status: Active Student Learning Outcome Type: Student Learning Start Date: 03/03/2014</p>	<p>Direct - Examination, Comprehensive/General - In Fundamentals of Instrument Flight (AVIA 3133) stage check measures student ability to make sound aeronautical decisions, based on proper risk assessment of a complex flight environment In Instrument Flying (AVIA 3572) stage check measures student ability to make sound aeronautical decisions, based on proper risk assessment of a complex flight environment In Turbine Transition (AVIA 4313) stage check measures student ability to make sound aeronautical decisions, based on proper risk assessment of a complex flight environment</p> <p>Performance Target: FAA expects >70%; Department expects >80%</p>		
	<p>Direct - Presentation - In Crew Resource Management (AVIA 4423) teams examine NTSB accident reports and other analysis by human factors experts to determine what behavioral markers were absent during the examined flight</p>		

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	<p>Performance Target: >85%</p> <p>Indirect - Student Course Evaluation - eValueate</p> <p>Performance Target: >4</p>	<p>Direct - Project - In Capstone (4713) students select existing problems in aviation, develop a Statement of Work, and develop a plan to solve the problem</p> <p>Performance Target: >80%</p>	
<p>PP/AM Outcome 11 - Apply knowledge of business sustainability to aviation issues Ability to operate in an IFR environment, while saving fuel and time Excellence Score >85%</p> <p>Outcome Status: Active Student Learning Outcome Type: Student Learning Start Date: 03/03/2014</p>	<p>Direct - Examination, Comprehensive/General - In Fundamentals of Instrument Flight (AVIA 3133) stage check measures student ability to make sound aeronautical decisions while flying in the IFR environment In Instrument Flying (AVIA 3572) stage check measures student ability to make sound aeronautical decisions while flying in the IFR environment In Turbine Transition (AVIA 4313) stage check measures student ability to make sound aeronautical decisions while flying in the IFR environment</p> <p>Performance Target: FAA expects >70%; Department expects >80%</p> <p>Indirect - Student Course Evaluation - eValueate</p> <p>Performance Target: >4</p> <p>Direct - Examination - In Aerospace Contract Administration (3913) student comprehension of business sustainability issues is tested</p> <p>Performance Target: >80%</p>		

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<p>Professionalism - practices professional deportment Outcome Status: Active Student Learning Outcome Type: Student Learning Start Date: 08/21/2019</p>	<p>Indirect - Survey - Students put a check in boxes beside numerous descriptors of professionalism. They do this at the end of each academic year. Performance Target: A majority of the descriptors of professionalism have been selected. Additional Notes: This new Student Learning Outcome is the direct result of years of collecting data on examples of professionalism in aviation student behavior Courses that directly relate to this outcome are AVIA 1111, Aviation Orientation; AVIA 4663, Ethics; AVIA 4713 Capstone; AVIA 3013, Career Development; and, AVIA 4423 CRM. The rubric closely matches the professionalism rubric published by the National Business Aviation Association. Related Documents: Rubric - Professionalism (1).doc</p>		
	<p>Indirect - Interview - Faculty members will review each student's professionalism record and will then schedule a personal interview. Performance Target: Growth as an aviation/aerospace professional</p>		