

# Comprehensive Assessment Plan

for

## Aviation Programs: Professional Flight Degree Aviation Management Degree



Department of Aviation  
College of Liberal Arts  
Auburn University  
2018

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# Program Mission and Educational Goals

## **Overview**

This assessment plan is written and implemented by the Faculty of the Department of Aviation to meet requirements set forth by the Aviation Accreditation Board International (AABI) and Auburn University.

## **Auburn University Mission Statement**

Auburn University's mission is defined by its land-grant traditions of service and access. The University will serve the citizens of the State through its instructional, research and outreach programs and prepare Alabamians to respond successfully to the challenges of a global economy. The University will provide traditional and non-traditional students broad access to the institution's educational resources. In the delivery of educational programs on campus and beyond, the University will draw heavily upon the new instructional and outreach technologies available in the emerging information age.

As a comprehensive university, Auburn University is committed to offering high-quality undergraduate, graduate, and professional education to its students. The University will give highest priority for resource allocation for the future development of those areas that represent the traditional strengths, quality, reputation, and uniqueness of the institution and that continue to effectively respond to the needs of students and other constituents. Consistent with this commitment, the University will emphasize a broad and superior undergraduate education that imparts the knowledge, skills, and values so essential to educated and responsible citizens. At the same time, the University will provide high-quality graduate and professional programs in areas of need and importance to the state and beyond. To accomplish these educational goals, Auburn University will continue to compete nationally to attract a faculty distinguished by its commitment to teaching and by its achievements in research, both pure and applied. The University will strive to attract a faculty that will bring distinction and stature to the undergraduate, graduate and professional programs offered by the University. Auburn University recognizes the importance of promoting an inclusive and diverse environment that supports the growth and success of all. We believe that the contributions of diverse cultures, ideas, and life experiences combine to create an enriched and engaged campus community for the Auburn Family.

Because research is essential to the mission of a land-grant university, Auburn University will continue development of its research programs. The primary focus of this research will be directed to the solution of problems and the development of knowledge and technology important to the state and nation and to the quality of life of Alabama citizens. The University's research programs will make important contributions to instructional programs through the involvement of graduate and undergraduate students and the renewal of the faculty. Research will also provide the knowledge base for outreach programs. In carrying out its research mission, the University will emphasize established areas of strength and will focus available resources in those areas of research and doctoral study that are or have the potential to develop into nationally and internationally recognized centers of excellence. Extension and outreach programs are fundamental to the land-grant mission because these programs directly affect the lives of all citizens in the state. The University will maintain the strengths of its traditional outreach programs and will increasingly involve the broader University in outreach programs that respond to the changing needs of the society in which we live. The University will continue to seek new and innovative ways to reach out to the people it serves.

## **Department of Aviation**

The Department of Aviation houses the Aviation Management, B.S. and the Professional Flight, B.S. degrees.

### **Department of Aviation Mission Statement**

The Auburn Aviation team, through education, research, and outreach programs, will develop highly desired graduates and thought leaders who will serve as a positive force in aviation and the world.

### **Aviation Management Program**

The Aviation Management, B.S. degree provides students a comprehensive portfolio of courses that cover all aspects of aviation operations and includes an embedded general business minor which provides students the fundamental business knowledge needed for success in the air transportation industry. The Aviation Management B.S. degree is designed to prepare students for careers as operations managers, revenue managers, program managers, airport managers, air traffic controllers and safety inspectors in the aviation industry, or admission to business or public administration graduate programs.

### **Professional Flight Program**

The Professional Flight B.S. degree is designed to prepare students for careers as professional pilots, in the private or public sector, or admission to business or public administration graduate programs.

### **Aviation Program Education Goals**

1. **Develop aviation professionals with exceptional knowledge, skills, and values.** Graduates will be highly educated, technically proficient, safety-oriented, and business-minded.
2. **Develop aviation professionals that advance global aviation.** Graduates will have a global perspective and embrace diverse cultures and ideas. Graduates will recognize historical trends and emerging concepts in aviation.
3. **Develop aviation professionals that aspire to lead.** Graduates will cultivate professional and personal growth opportunities, subscribe to a philosophy of lifelong learning, and lead by serving others.

These goals are consistent with the Department of Aviation and Auburn University mission and contribute directly to preparing students for success in global aviation.

# Students

## Admission

Auburn University publishes admission requirements for freshman, transfer, transient, and international students online: <http://www.auburn.edu/admissions/prospectivestudents.html#Freshman>

## First-Year Students

Favorable consideration for admission will be given to accredited secondary school graduates whose college standardized test scores, high school grades, and other factors give promise of the greatest level of success in college courses.

Auburn University policies regarding acceptance of freshmen are available in the AU Bulletin online: <http://bulletin.auburn.edu/undergraduate/academicpolicies/policiesandproceduresforadmissions/>

## Transfer Students

Auburn University policies regarding acceptance of transfer students, and transfer credit are available in the AU Bulletin online:

<http://bulletin.auburn.edu/undergraduate/academicpolicies/policiesandproceduresforadmissions/>

## International Students

Auburn University policies regarding acceptance of international students are available in the AU Bulletin online:

<http://bulletin.auburn.edu/undergraduate/academicpolicies/policiesandproceduresforadmissions/>

## Credit for Non-Collegiate Achievement

The Office of the Registrar consistently and effectively awards credit for non-collegiate achievement for:

- Advanced Placement (AP) and International Baccalaureate (IB) high school courses.
- ACT and SAT test scores (dependent upon test scores received)

Specific information regarding non-collegiate achievement credit is available on the Office of the Registrar website: <http://www.auburn.edu/administration/registrar/student.html#apInfo>

Note: Auburn University does not accept CLEP credit.

The Chief Instructor Pilot may grant credit (in coordination with the Office of the Registrar), for incoming students, for pilot certification/ratings. Per the Professional Flight curriculum model:

“Course credit for pilot certification/rating will be granted upon evidence of FAA pilot certificate/rating at the time of enrollment.”

Evidence comes in the form of pilot certification/rating credentials and the successful completion of a knowledge and flight test.

## Student Assessment

During the 2017-2018 school year, the Department of Aviation developed a comprehensive assessment plan (included as an annex to this Self Study Report) to measure the success in meeting program objectives. This assessment plan was written and implemented by the Faculty of the Department of Aviation to meet requirements set forth by the Aviation Accreditation Board International (AABI) and Auburn University. Systematic direct and indirect assessment tools enable continuous improvement in student learning outcomes, curriculum mapping, measurement methodology, results reporting, and action plan development.

In order to systematically provide feedback to academic degree programs on their assessment process, the Auburn University Office of Academic Assessment operates an annual reporting system that articulates quality assessment practice, provides assessment professional development opportunities and provides each program with an annual feedback report on the quality of their assessment process. Academic degree program assessments are due July 1, then rated by peer program reviewers, and returned to the submitter with a feedback report by October 1. Each annual report will serve as a benchmark for future academic assessments.

# Student Learning Outcomes

## Overview

Program goals, program student learning outcomes, AABI student learning outcomes, and University student learning outcomes are assessed annually to ensure alignment, gauge student learning, and foster continuous improvement.

## AABI Student Learning Outcomes

From the AABI ACCREDITATION CRITERIA MANUAL (FORM 201), July 22, 2016:

3.3.1 General. Aviation programs MUST demonstrate that graduates are able to:

- A. Apply mathematics, science, and applied sciences to aviation-related disciplines;
- B. Analyze and interpret data;
- C. Work effectively on multi-disciplinary and diverse teams;
- D. Make professional and ethical decisions;
- E. Communicate effectively, using both written and oral communication skills;
- F. Engage in and recognize the need for life-long learning;
- G. Assess contemporary issues;
- H. Use the techniques, skills, and modern technology necessary for professional practice;
- I. Assess the national and international aviation environment;
- J. Apply pertinent knowledge in identifying and solving problems;
- K. Apply knowledge of business sustainability to aviation issues.

3.3.2 Aviation Core. Aviation programs MUST demonstrate that their graduates are able to:

1. Describe the professional attributes, requirements or certifications, and planning applicable to aviation careers.
2. Describe the principles of aircraft design, performance and operating characteristics; and the regulations related to the maintenance of aircraft and associated systems.
3. Evaluate aviation safety and the impact of human factors on safety.
4. Discuss the impact of national and international aviation law, regulations and labor issues on aviation operations.

5. Explain the integration of airports, airspace, and air traffic control in managing the National Airspace System.
6. Discuss the impact of meteorology and environmental issues on aviation operations.

### **Auburn University Core Curriculum and General Education Outcomes**

The purpose of the Auburn University Core Curriculum is to foster the knowledge, skills, and perspectives that are hallmarks of an Auburn graduate. By completing courses that represent a range of disciplines students begin to acquire an educated appreciation of the natural world, of human life, and of the interactions between them. The 41-42 hours of broad intellectual core courses also introduce students to the ten General Education Outcomes, representing the knowledge, skills, and perspectives graduates will attain through their academic programs, including the Core Curriculum. By the time of graduation:

1. Students will be information literate (AU-SLO-1).
2. Students will be able to read analytically and critically (AU-SLO-2).
3. Students will be able to critique and construct an argument effectively (AU-SLO-3).
4. Students will be able to apply simple mathematical methods to real-world problems (AU-SLO-4).
5. Students will be able to write effectively (AU-SLO-6) \*.
6. Students will demonstrate effective oral communication skills (AU-SLO-7).
7. Students will be informed and engaged citizens of the United States and the world (AU-SLO-8).
8. Students will understand and appreciate the diversity of and within societies of the United States and the world (AU-SLO-9).
9. Students will understand and appreciate methods and issues of science and technology (AU-SLO-10).
10. Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging with the world (AU-SLO-11).

\*Note: A SLO 5 is not listed in the 2017-2018 Auburn University Bulletin.



**Relationship Between AABI General and Auburn University General Education Learning Outcomes**

AU/AABI	AABI-A	AABI-B	AABI-C	AABI-D	AABI-E	AABI-F	AABI-G	AABI-H	AABI-I	AABI-J	AABI-K
AU-SLO-1		✓						✓			
AU-SLO-2		✓					✓		✓	✓	
AU-SLO-3			✓		✓						
AU-SLO-4	✓										
AU-SLO-6					✓						
AU-SLO-7					✓				✓		
AU-SLO-8			✓						✓		
AU-SLO-9	✓							✓			
AU-SLO-10											
AU-SLO-11											

**Aviation Management, B.S Degree Student Learning Outcomes**

Students graduating from the Aviation Management, B.S. program will:

1. Conduct aviation operations in a professional, safe, and efficient manner.
2. Describe historical trends, current issues, and emerging opportunities in aviation.
3. Apply effective oral and written communication skills to function effectively in the aviation environment.
4. Articulate the value of integrity, lifelong learning, and building diverse teams in serving and leading others.
5. Apply knowledge of core business principles.

**Relationship Between Aviation Management, B.S. SLOs and AABI General and Aviation Core SLOs**

AABI General (letter) and Aviation Core (number) SLOs are supported by Aviation Management SLOs.

Students graduating from the Aviation Management, B.S. program will:

1. Conduct aviation operations in a professional, safe, and efficient manner.
  - a. Apply mathematics, science, and applied sciences to aviation-related disciplines (AABI - A);
  - b. Make professional and ethical decisions (AABI-D);
  - c. Describe the professional attributes, requirements for certifications, and planning applicable to aviation careers (AABI-1);
  - d. Describe the principles of aircraft design, performance, and operating characteristics; and the regulations related to the maintenance of aircraft and associated systems (AABI-2)

- e. Evaluate aviation safety and the impact of human factors on safety (AABI-3)
  - f. Explain the integration of airports, airspace, and air traffic control in managing the National Airspace System (AABI-5)
  - g. Discuss the impact of meteorology and environmental issues on aviation operations (AABI-6)
2. Describe historical trends, current issues, and emerging opportunities in aviation.
    - a. Analyze and interpret data (AABI-B);
    - b. Assess contemporary issues (AABI-G);
    - c. Use the techniques, skills, and modern technology necessary for professional practice (AABI-H);
    - d. Assess the national and international aviation environment (AABI-I);
    - e. Apply pertinent knowledge in identifying and solving problems (AABI-J);
    - f. Apply knowledge of business sustainability to aviation issues (AABI-K);
    - g. Discuss the impact of national and international aviation law, regulations and labor issues on aviation operations (AABI-4)
  3. Apply effective oral and written communication skills to function effectively in the aviation environment.
    - a. Communicate effectively using both written and oral communication skills (AABI-E);
  4. Articulate the value of integrity, lifelong learning, and building diverse teams in serving and leading others.
    - a. Work effectively on multi-disciplinary and diverse teams (AABI-C);
    - b. Engage in and recognize the need for life-long learning (AABI-F);
  5. Apply knowledge of core business principles.

### **Professional Flight, B.S Degree Student Learning Outcomes**

Students graduating from the Professional Flight, B.S. program will:

1. Conduct aviation operations in a professional, safe, and efficient manner.
2. Describe historical trends, current issues, and emerging opportunities in aviation.
3. Apply effective oral and written communication skills to function effectively in the aviation environment.
4. Articulate the value of integrity, lifelong learning, and building diverse teams in serving and leading others.

5. Possess the necessary knowledge, skills, and attitude to competently and ethically function as a professional pilot in the aviation industry.

### **Relationship Between Professional Flight, B.S. SLOs and AABI General and Aviation Core SLOs**

AABI General (letter) and Aviation Core (number) SLOs are supported by Professional Flight SLOs.

Students graduating from the Professional Flight, B.S. program will:

1. Conduct aviation operations in a professional, safe, and efficient manner.
  - a. Apply mathematics, science, and applied sciences to aviation-related disciplines (AABI - A);
  - b. Make professional and ethical decisions (AABI-D);
  - c. Describe the professional attributes, requirements for certifications, and planning applicable to aviation careers (AABI-1);
  - d. Describe the principles of aircraft design, performance, and operating characteristics; and the regulations related to the maintenance of aircraft and associated systems (AABI-2);
  - e. Evaluate aviation safety and the impact of human factors on safety (AABI-3);
  - f. Explain the integration of airports, airspace, and air traffic control in managing the National Airspace System (AABI-5); and
  - g. Discuss the impact of meteorology and environmental issues on aviation operations (AABI-6).
2. Describe historical trends, current issues, and emerging opportunities in aviation.
  - a. Analyze and interpret data (AABI-B);
  - b. Assess contemporary issues (AABI-G);
  - c. Use the techniques, skills, and modern technology necessary for professional practice (AABI-H);
  - d. Assess the national and international aviation environment (AABI-I);
  - e. Apply pertinent knowledge in identifying and solving problems (AABI-J);
  - f. Apply knowledge of business sustainability to aviation issues (AABI-K); and
  - g. Discuss the impact of national and international aviation law, regulations and labor issues on aviation operations (AABI-4).
3. Apply effective oral and written communication skills to function effectively in the aviation environment.

- a. Communicate effectively using both written and oral communication skills (AABI-E).
- 4. Articulate the value of integrity, lifelong learning, and building diverse teams in serving and leading others.
  - a. Work effectively on multi-disciplinary and diverse teams (AABI-C); and
  - b. Engage in and recognize the need for life-long learning (AABI-F).
- 5. Possess the necessary knowledge, skills, and attitude to competently and ethically function as a professional pilot in the aviation industry.

# Curriculum

## Curriculum

Curriculum models for the Aviation Management, B.S. and the Professional Flight, B.S. degrees is available in the AU Bulletin online.

Aviation Management, B.S.:

[http://bulletin.auburn.edu/undergraduate/collegeofliberalarts/universitycollege/aviationmanagement\\_option/](http://bulletin.auburn.edu/undergraduate/collegeofliberalarts/universitycollege/aviationmanagement_option/)

Professional Flight, B.S.:

<http://bulletin.auburn.edu/undergraduate/collegeofliberalarts/universitycollege/professionalflight/>

## Curriculum Mapping

The curriculum map below visualizes the alignment between student learning outcomes and courses required in the Aviation Management, B.S. degree.

Course	(1) Professional, safe, efficient operations	(2) Historical trends, current issues, emerging opportunities	(3) Effective oral and written communication skills	(4) Integrity, lifelong learning, diverse teams, serving, leading	(5) Core business principles
AVMG 1010	X	X		X	
AVMG 2050	X	X	X	X	X
AVMG 2600	X	X	X	X	
AVMG 3050	X		X		
AVMG 3140	X	X	X	X	
AVMG 3200	X	X	X	X	X
AVMG 3600	X	X	X	X	
AVMG 3810			X	X	
AVMG 4060	X	X	X	X	
AVMG 4080	X	X		X	X
AVMG 4130	X	X	X	X	X
AVMG 4190	X	X	X	X	X
AVMG 4200	X	X	X		

Course	(1) Professional, safe, efficient operations	(2) Historical trends, current issues, emerging opportunities	(3) Effective oral and written communication skills	(4) Integrity, lifelong learning, diverse teams, serving, leading	(5) Core business principles
AVMF 4400	X		X	X	X
AVMG 5090	X	X	X	X	X
AVMG 5180	X		X	X	

The curriculum map below visualizes the alignment between student learning outcomes and courses required in the Professional Flight, B.S. degree.

Course	(1) Professional, safe, efficient operations	(2) Historical trends, current issues, emerging opportunities	(3) Effective oral and written communication skills	(4) Integrity, lifelong learning, diverse teams, serving, leading	(5) Possess knowledge, skills, attitude as ethical and professional pilot
AVMF 2150	X		X	X	X
AVMF 2171	X		X	X	X
AVMF 2181	X		X	X	X
AVMF 2230	X		X	X	X
AVMF 2241	X		X	X	X
AVMF 2250	X		X	X	X
AVMF 2251	X		X	X	X
AVMF 2261	X		X	X	X
AVMF 2271	X		X	X	X
AVMF 4271	X		X	X	X
AVMF 4280	X		X	X	X
AVMF 4281	X		X	X	X

Course	(1) Professional, safe, efficient operations	(2) Historical trends, current issues, emerging opportunities	(3) Effective oral and written communication skills	(4) Integrity, lifelong learning, diverse teams, serving, leading	(5) Possess knowledge, skills, attitude as ethical and professional pilot
AVMF 4351	X		X	X	X
AVMF 4371	X		X	X	X
AVMG 1010	X	X		X	
AVMG 2050	X	X	X	X	X
AVMG 2600	X	X	X	X	
AVMG 3050	X		X		
AVMG 3140	X	X	X	X	
AVMG 3200	X	X	X	X	X
AVMG 3600	X	X	X	X	
AVMG 3810			X	X	
AVMG 4060	X	X	X	X	
AVMG 4080	X	X		X	X
AVMG 4130	X	X	X	X	X
AVMG 4190	X	X	X	X	X
AVMG 4200	X	X	X		
AVMF 4400	X		X	X	X
AVMG 5090	X	X	X	X	X
AVMG 5180	X		X	X	

## **Curriculum Development**

Proposed courses and programs are analyzed, designed, developed, implemented, and evaluated in a systematic committee process that begins at the Department level, then proceeds to the College and University level. The best new programs and courses have broad campus input and involve the Office of University Writing and the Office of Academic Assessment. Curriculum development is managed through the University Curriculum Committee (UCC).

The UCC a University Senate committee, rules on all undergraduate curricular matters, including the approval of new courses, approval of changes in existing courses, deletion of courses, and changes in undergraduate degree programs or minors and curriculum models. All course descriptions and curriculum models appearing in the University Bulletin must be reviewed and approved by the committee. The committee is charged to “recommend approval or disapproval of requests for undergraduate...curriculum changes.” It also reviews “overall curriculum patterns and course content of the instructional program other than the University Core Curriculum and [recommends] to the Senate curriculum changes needed by the University.” [Faculty Handbook, 2:8. Section 12]

Committee membership, timelines, agendas, proposals, best practices, training materials, and a link to the UCC’s online Curriculum Inventory Management (CIM) system is available online:

<http://ous.auburn.edu/faculty/university-curriculum-committee/>.



# Faculty and Staff

## **Overview**

The Department has seven well-qualified full-time faculty, two full-time staff, and 28 part-time flight instructors, and is actively hiring additional full-time staff and flight instructors. Program growth is leading the need for additional faculty hiring as well.

The Department is an active member of two FAA Research Centers of Excellence (COEs) and is growing research capacity through interdisciplinary partnerships with the College of Education, School of Kinesiology, and the Department of Psychology in the College of Liberal Arts.

## **Hiring Faculty and Staff**

Faculty and staff members are recruited by the Department chair, with College of Liberal Arts support, and a Department committee.

## **Faculty Development**

Auburn University policies regarding faculty development are available in the Auburn University Faculty Handbook, Section 3.8: [http://www.auburn.edu/academic/provost/facultyHandbook/chapter%203-personnel\\_policies.php](http://www.auburn.edu/academic/provost/facultyHandbook/chapter%203-personnel_policies.php)

# Facilities, Equipment, and Services

## **Facilities**

Construction of the Delta Air Lines Aviation Education Building, the first building designed exclusively for aviation education at Auburn (and located at the Auburn University Regional Airport), will be completed in Fall 2018. The 23,000-square-foot facility will accommodate program growth and increased class offerings, as well as provide state-of-the-art flight simulators; flexible, technology-enhanced classrooms; faculty offices and workspace and meeting spaces for faculty and students.

## **Equipment**

Safety and efficiency are achieved by using modern aircraft and flight training devices. Cessna 172S Skyhawks are used for single-engine training; Piper PA-44 Seminoles are used for multi-engine training, and Precision Flight Controls DCX Max are the primary flight simulators.

Aircraft fleet and flight training devices are currently being recapitalized.

## **Services**

Department of Aviation faculty, staff, and students receives continuous support from multiple university organizations that include the Auburn University Regional Airport, Office of Information Technology, Ralph Brown Draughon Library, Biggio Center Instructional Technology, Career Center, and Facilities Management.

# Institutional Structure and Support

## **Institutional Structure**

**Support**

The University and the College of Liberal Arts provides the necessary resources to execute the Department of Aviation mission which states, “The Auburn Aviation team, through education, research, and outreach programs, will develop highly desired graduates and thought leaders who will serve as a positive force in aviation and the world.”

# Aviation Safety Culture and Program

## **Safety Culture**

The aviation safety program is based on generally accepted principles of a safety management system consisting of the four “pillars”: Policy, Safety Risk Assessment, Safety Assurance, and Safety Promotion. The desired safety culture includes not only areas directly associated with flight operations (e.g. ramp, airport, flight operations, and airplane line service and maintenance), but also the holistic environment in which our constituents function – including travel to and from the airport, parking, extra-curricular activity risk, etc.

## **Safety Program**

The Chief Flight Instructor serves as the designated Safety Officer and is responsible for monitoring all aspects of the flight operation and effecting changes when necessary in a timely manner.

A Safety Round-Table convenes periodically to formally review safety information and reach collective decisions and take actions as needed. The Round-Table includes representatives from all areas of the pilot school environment, from the Dean to the student, to airport management. The Chief Flight Instructor facilitates the Round-Table meeting, which typically covers at least the following:

- a) Data analyses and trends
- b) Incident/accident investigations, findings, and recommendations
- c) Discussion items
- d) Safety Report Log:
  - i. Review all open items
  - ii. Review all items submitted for closure since the previous meeting
  - iii. Discuss all new items and assign responsibility for each (if applicable)

An Incident/Hazard Reporting form is available to all aviation program students, flight instructors, and administrative personnel. All individuals are encouraged to report any occurrence regardless of perceived lack of significance. Incident/Hazard Reporting forms are conveniently located adjacent to a Safety Bulletin Board and may be completed and submitted anonymously in a locked drop-box, or to the dispatcher. An Aviation Safety Report Form link is also available online on the Department of Aviation, Aviation Center, and Auburn University Regional Airport websites.

Risk assessment surveys are distributed to students, staff and instructors several times per year to directly solicit observations and input.

## Relations with Industry

### **Advisory Committee**

The aviation advisory committee is known as the Aviation Management Advisory Board (AMAB). The board has been active through the life of Auburn's aviation programs and is currently revising bylaws as a result of reorganization of aviation programs, and to reflect a rapidly changing aviation industry.

The purpose of the Aviation Management Advisory Board is to provide support in the continual development of the Aviation Education programs in the Department of Aviation. This support is in full recognition of the need for the Department of Aviation to maintain programs of excellence, and a posture of leadership in education, in business, and all facets of aviation management. The Board's Vision and Mission Statement:

Vision: For Auburn University's Aviation Education Programs to be recognized as a Premier Center of Academic Excellence.

Mission: Provide Guidance, Expertise, and Networking in Support of the Department's Mission of Excellence in Aviation Management Instruction, Research, and Outreach.

The Aviation Management Advisory Board consists of not more than twenty-five persons plus the immediate past Chair of the Board. The Dean of the College of Liberal Arts, or the Dean's designee, and the Chair of the Department of Aviation are non-voting ex-officio members of the Board. The Board Chair, at his/her discretion, may nominate additional ex-officio members. Board members serve for six years and are elected in a manner that provides for the terms of one-third of the members to expire every two years. The Advisory Board meets a minimum of two times per year, often meeting during the spring and fall semesters on campus.

A concentrated effort is made to assure that the membership is diverse and represents all aspects of the aviation field. The composition of the Board's membership spans the spectrum of the aviation profession with representatives from airport management, the airline industry, state aeronautics, aviation consultants, general aviation, business CEO's who employ aviation resources, and aviation associations.

### **Research**

The Department of Aviation actively seeks industry partners to support research efforts.

### **Student Interaction**

Students interact with industry on a regular basis through classroom visits, field trips, work experience programs, student organization activities, outreach events, and career fairs.

# Assessment Process

## Overview

Assessment is a continuous process to enhance student learning. Systematic direct and indirect assessment tools enable continuous improvement in student learning outcomes, curriculum mapping, measurement methodology, results reporting, and action plan development. Department of Aviation assessment processes will meet requirements set forth by the Aviation Accreditation Board International (AABI) and Auburn University.

## Assessment Activities

### Department of Aviation Faculty and Staff Retreat

Department of Aviation faculty and staff meet prior to the beginning of academic year for a day-long retreat dedicated to synchronizing efforts related to teaching, outreach, and research.

### Department of Aviation Monday Meetings

Department of Aviation faculty and staff meet each Monday as a team to cover teaching, outreach, and research efforts. Meetings provide a forum to communicate, plan, build strategies, and assess university aviation endeavors.

### Student Performance Data Collection

Data collected from student performance on evaluations, papers, projects, and presentations.

### Student Admission Data Collection

Admissions data collected from admitted students.

### Aviation Industry Advisory Board Meetings

The Aviation Management Advisory Board meets each fall and spring semester. The fall meeting typically occurs during homecoming week. Members provide insight to faculty and staff, and as a team, help ensure industry knowledge and resources are best-leveraged to advance teaching, outreach, and research efforts.

### AU eValueate

AU eValueate is a web-based software application that allow students to anonymously evaluate courses and instructors online.

### Auburn Office of Academic Assessment Annual Report Feedback

Academic degree program assessments submitted to the Office of Academic Assessment July 1, then rated by peer program reviewers, are returned to the submitter with a feedback report by October 1.

### Auburn Office of Academic Assessment Student Focus Groups

The Office of Academic Assessment is available to facilitate focus groups with students around programmatic learning topics.

#### Student Graduation Surveys

Each semester, graduating students will be sent a graduation survey to evaluate their academic experience. Program strengths and weaknesses will be noted and folded into the annual academic assessment process.

#### Department of Aviation Assessment Focus Meeting

Department of Aviation faculty and staff meet at the end of the academic year to discuss and evaluate student learning, according to specified learning outcomes. Trends identify strengths and weaknesses and affect decisions regarding programmatic changes.

#### Faculty Annual Course Assessments

For each course assessed as part of the program assessment, faculty will consolidate their course data, for use during the Department of Aviation Assessment Focus Meeting (May).

#### Auburn Office of Academic Assessment Annual Report

To systematically provide feedback to academic degree programs on their assessment process, the Auburn University Office of Academic Assessment operates an annual reporting system that articulates quality assessment practice, provides assessment professional development opportunities and provides each program with an annual feedback report on the quality of their assessment process. Reports are due July 1.

#### Assessment Activities Schedule

<b>Assessment Activity</b>	<b>Schedule</b>
Department of Aviation Faculty and Staff Retreat	August
Department of Aviation Monday Meetings	Weekly
Academic Assessment Data Collection	Continuous
Student Admission Data Collection	Fall, Spring
Aviation Industry Advisory Board Meetings	Fall, Spring
AU Evaluate Course and Instructor Student Evaluations	Fall, Spring
Auburn Office of Academic Assessment Annual Report Feedback	October
Auburn Office of Academic Assessment Student Focus Groups	November (start 2018)
Student Graduation Surveys	Fall, Spring
Department of Aviation Assessment Focus Meeting	May
Faculty Annual Course Assessments	May
Auburn Office of Academic Assessment Annual Report	July

#### Office of Academic Assessment

In order to systematically provide feedback to academic degree programs on their assessment process, the Auburn University Office of Academic Assessment operates an annual reporting system that articulates quality assessment practice, provides assessment professional development opportunities



and provides each program with an annual feedback report on the quality of their assessment process. Academic degree program assessments are due July 1, then rated by peer program reviewers, and returned to the submitter with a feedback report by October 1. Each annual report will serve as a benchmark for future academic assessments.

### **Academic Assessments**

Faculty will collect and report assessment data each year that will be used to measure progress in student learning and program efficacy. Trends will identify strengths and weaknesses and affect decisions regarding programmatic changes. Data will be compiled by the Aviation Program Coordinator and reviewed by faculty and staff at end-of-school year department retreats.

Data will support the Department of Aviation annual report for both the Aviation Management, B.S. degree and Professional Flight, B.S. degree programs, which is submitted to the Office of Academic Assessment by July 1. Action plans will be captured in this report which will also serve the purpose of holding the Department of Aviation accountable for related changes

### **Academic Assessment Data Collection**

The following four SLOs are common to both the Aviation Management, B.S. degree and the Professional Flight, B.S. degree. Data is collected from aviation core courses common to both programs. Related AABI General and Aviation Core SLOs are listed below the degree SLOs.

Students graduating from the Aviation Management, B.S. program and the Professional Flight, B.S. program, will:

1. Conduct aviation operations in a professional, safe, and efficient manner.
  - a. Apply mathematics, science, and applied sciences to aviation-related disciplines (AABI - A);
  - b. Make professional and ethical decisions (AABI-D);
  - c. Describe the professional attributes, requirements for certifications, and planning applicable to aviation careers (AABI-1);
  - d. Describe the principles of aircraft design, performance, and operating characteristics; and the regulations related to the maintenance of aircraft and associated systems (AABI-2);
  - e. Evaluate aviation safety and the impact of human factors on safety (AABI-3);
  - f. Explain the integration of airports, airspace, and air traffic control in managing the National Airspace System (AABI-5); and
  - g. Discuss the impact of meteorology and environmental issues on aviation operations (AABI-6).
2. Describe historical trends, current issues, and emerging opportunities in aviation.
  - a. Analyze and interpret data (AABI-B);

- b. Assess contemporary issues (AABI-G);
  - c. Use the techniques, skills, and modern technology necessary for professional practice (AABI-H);
  - d. Assess the national and international aviation environment (AABI-I);
  - e. Apply pertinent knowledge in identifying and solving problems (AABI-J);
  - f. Apply knowledge of business sustainability to aviation issues (AABI-K); and
  - g. Discuss the impact of national and international aviation law, regulations and labor issues on aviation operations (AABI-4).
3. Apply effective oral and written communication skills to function effectively in the aviation environment.
    - a. Communicate effectively using both written and oral communication skills (AABI-E).
  4. Articulate the value of integrity, lifelong learning, and building diverse teams in serving and leading others.
    - a. Work effectively on multi-disciplinary and diverse teams (AABI-C); and
    - b. Engage in and recognize the need for life-long learning (AABI-F).

An additional, but separate fifth SLO exists for both the Aviation Management, B.S. degree and the Professional Flight, B.S. degree. Data for each SLO is collected independently.

#### Aviation Management

Students graduating from the Aviation Management, B.S. degree, will:

5. Apply knowledge of core business principles.

Note: This SLO is tied to the embedded business minor in the Aviation Management, B.S. degree and will be assessed by the Association to Advance Collegiate Schools of Business (AACSB) accredited Harbert College of Business.

#### Professional Flight

Students graduating from the Professional Flight, B.S. degree, will:

5. Possess the necessary knowledge, skills, and attitude to function competently and ethically as a professional pilot in the aviation industry.

Data to support each SLO is collected on an annual basis, per the following matrices.

**SLOs Common to the Aviation Management, B.S. and the Professional Flight, B.S. Programs**

<b>AVMN + AVPF SLO</b>	<b>AABI SLO</b>	<b>MEASUREMENT</b>	<b>DESIRED RESULT</b>
1. Conduct aviation operations in a professional, safe, and efficient manner.	Apply mathematics, science, and applied sciences to aviation-related disciplines (AABI -A);	AVMG 3050: Exam scores (I) AVMF 4400: Exam scores (I)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.
	Make professional and ethical decisions (AABI-D);	AVMG 2600: Exam scores (I) Writing scores AVMG 5090: Exam scores (I)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.
	Describe the professional attributes, requirements for certifications, and planning applicable to aviation careers (AABI-1);	AVMF 2600: Exam scores (I) AVMG 4190: Exam scores (I)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.
	Describe the principles of aircraft design, performance, and operating characteristics; and the regulations related to the maintenance of aircraft and associated systems (AABI-2);	AVMF 4400: Exam scores (I) AVMG 3600: Exam scores (I)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.
	Evaluate aviation safety and the impact of human factors on safety (AABI-3);	AVMG 2600: Exam scores (I) Writing scores (I) AVMG 4060: Exam scores (I)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.
	Explain the integration of airports, airspace, and air traffic control in managing the National Airspace System (AABI-5);	AVMG 4130: Exam scores (I) AVMF 4190: Exam scores (I)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.
	Discuss the impact of meteorology and environmental issues on aviation operations (AABI-6).	AVMG 3050: Exam scores (I) Presentation scores AVMG 4130: Exam scores (I) Homework scores (I)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.

2. Describe historical trends, current issues, and emerging opportunities in aviation	Analyze and interpret data (AABI-B);	AVMG 3200: Presentation scores (T) AVMG 4080: Simulation scores (T, I)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.
	Assess contemporary issues (AABI-G);	AVMG 2050: Writing scores (I) Presentation scores (T) AVMG 3200: Writing scores (I)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.
	Use the techniques, skills, and modern technology necessary for professional practice (AABI-H);	AVMG 3140: Exam scores (I) AVMG 4080: Simulation scores (T, I)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.
	Assess the national and international aviation environment (AABI-I);	AVMG 3200: Exam scores (I) AVMG 5180: Writing scores (I) Presentation scores (T)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.
	Apply pertinent knowledge in identifying and solving problems (AABI-J);	AVMG 2600: Writing scores (I) Presentation scores (T) AVMG 4080: Simulation scores (T, I)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.
	Apply knowledge of business sustainability to aviation issues (AABI-K);	AVMG 2050: Writing scores (I) Presentation scores (T) AVMG 3200: Exam scores (I) Presentation scores (T)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.
	Discuss the impact of national and international aviation law, regulations and labor issues on aviation operations (AABI-4).	AVMG 4190: Exam scores (I) AVMG 5090: Exam scores (I)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.

3. Apply effective oral and written communication skills to function effectively in the aviation environment.	Communicate effectively using both written and oral communication skills (AABI-E).	AVMG 2600: Writing scores (I) Presentation scores (T) AVMG 3050: Presentation scores (T) AVMG 3140: Presentation scores (I) AVMG 3200: Writing scores (I) AVMG 4130: Writing scores (I) Presentation scores (T) AVMG 4200: Presentation scores (I) AVMG 5180: Writing scores (I) Presentation scores (T)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.
4. Articulate the value of integrity, lifelong learning, and building diverse teams in serving and leading others.	Work effectively on multi-disciplinary and diverse teams (AABI-C);	AVMG 2600: Presentation scores (T) AVMG 4080: Simulation scores (T)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.
	Engage in and recognize the need for life-long learning (AABI-F).	AVMG 2050: Exam scores (I)	75 percent of students will achieve a score of 75 percent or more of the available measurement points.

### Aviation Management, B.S. SLO 5

AVMN SLO	MEASUREMENT	DESIRED RESULT
5. Apply knowledge of core business principles.	Student completion of HCOB embedded general business minor.	All AVMN students complete HCOB general business minor.

### Professional Flight, B.S. SLO 5

AVPF SLO	MEASUREMENT	DESIRED RESULT
5. Possess the necessary knowledge, skills, and attitude to function competently and ethically as a professional pilot in the aviation industry.	Aeronautical Knowledge Tests:	80 percent of the students taking the applicable aeronautical

	Private Pilot Airplane (PAR) Instrument Rating Airplane (IRA) Commercial Pilot Airplane (CAX) Flight Instructor Fundamentals of Instructing (FOI) Flight Instructor Airplane (FIA) Flight Instructor Instrument (FII)	knowledge tests (AKT) will pass the test on the first attempt.
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Key: I = Individual; T = Team