AUBURN

UNIVERSITY

School of Aviation

Comprehensive Assessment Plan

2023-2024

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Overview

Purpose

This assessment plan is written and implemented by the Faculty of the School of Aviation to meet requirements set forth by the Aviation Accreditation Board International (AABI) and Auburn University. The plan aims to ensure the continuous improvement of aviation programs, evaluate student learning outcomes, and maintain high-quality education standards. This plan encompasses various assessment methods to gather data, analyze results, and implement necessary changes to enhance the overall educational experience for students. The plan will be reviewed annually.

Organization

This plan consists of two sections, Aviation Management (AVMN) and Professional Flight (AVPF). The following functional areas of program management are addressed in each section: Students; Program Mission and Educational Goals; Student Learning Outcomes; Curriculum; Faculty and Staff; Facilities, Equipment, and Services; Aviation Safety Culture and Program (as required); Relations with Industry; and Diversity, Equity, and Inclusion. The assessment plan is designed to facilitate the effective and efficient delivery of the School of Aviation's degree programs and the reaffirmation of accreditation by AABI.

Assessment Process

Assessment goals, objectives, activities, timelines, and offices of primary responsibility are outlined in the assessment criterion tables for each academic program.

Aviation Management, B.S.

Program Overview, AVMN

The Aviation Management B.S. degree provides students with a comprehensive portfolio of courses covering all aspects of aviation operations and includes an embedded general business minor, providing students with the fundamental business knowledge needed for success in the air transportation industry. The Aviation Management B.S. degree prepares 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.

Program Mission Statement, AVMN

The mission of the Aviation Management program is to develop highly desired aviation professionals and thought leaders who will serve as a positive force in aviation and the world.

Program Educational Goals, AVMN (AABI Criteria 3.2)

Our goal is to:

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, current issues, and emerging opportunities.
3. **Develop aviation professionals that aspire to lead**. Graduates will champion integrity, cultivate professional and personal growth opportunities, subscribe to a philosophy of lifelong learning, and lead by serving others.

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

Students, AVMN (AABI Criteria 3.1)

The goals below ensure continuous improvement of the performance and success of students and graduates consistent with the mission and educational goals of the program and institution. Effective student management focuses include attention to admission, validation of transfer and non-collegiate credit, validation of course completion requirements, and graduate near-term success.

Student Goals	Objectives	Assessment Activities (Timeline; Primary Responsibility)
1. Ensure student management policies and practices enhance student and graduate success.	a. First-term retention rate > 80%. b. 4-year graduation rage > 80%. c. 6-year graduation rate > 80%. d. First Destination Survey (FDS) overall success rate* > 80%.	- Office of Institutional Research enrollment and graduation data (Fall; School Director) - Office of the Provost First Destination Survey (FDS) (Spring; School Director) - Student Advisory Council input (Fall, Spring; School Director)
2. Advance quality opportunities for student professional and personal growth outside the classroom	a. Increase student organization membership, year-over-year. b. Promote internships and Cooperative education opportunities.	- Student organizations records (Fall, Spring; Engagement Coordinator) - Internship record for credit earning; Student Internship/COOP survey (Spring; School Director)

** First destination success includes employment or admission to continuing education*

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Program Student Learning Outcomes - PSLOs, AVMN (AABI Criteria 3.3)

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 business principles.**

Program education goals, program student learning outcomes, AABI student learning outcomes, and university student learning outcomes are assessed to ensure alignment. The relationship between Program Educational Goals and Student Learning Outcomes, AVMN is outlined below.

Program Educational Goals/Student Learning Outcomes	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 business principles.
Develop aviation professionals with exceptional knowledge, skills, and values. Graduates will be highly educated, technically proficient, safety-oriented, and business-minded.	✓		✓		✓
Develop aviation professionals that advance global aviation. Graduates will have a global perspective and embrace diverse cultures and ideas. Graduates will recognize historical trends, current issues, and emerging opportunities.		✓		✓	
Develop aviation professionals that aspire to lead. Graduates will champion integrity, cultivate professional and personal growth opportunities, subscribe to a philosophy of lifelong learning, and lead by serving others.				✓	✓

A. AABI Student Learning Outcomes

From the AABI ACCREDITATION CRITERIA MANUAL (FORM 201), February 24, 2023:

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 written communication skills;
f. communicate effectively, using oral communication skills;
g. engage in and recognize the need for life-long learning;
h. assess contemporary issues;
i. use the techniques, skills, and modern technology necessary for professional practice;
j. assess the national and international aviation environment;
k. apply pertinent knowledge in identifying and solving problems;
l. 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 on aviation operations of international aviation law, including applicable International Civil Aviation Organization (ICAO) or other international standards and practices; and applicable national aviation law, regulations, and labor issues.
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.

B. 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, human life, and the interactions between them. In addition to introducing students to broad areas of knowledge, the General Education program also emphasizes foundational skills they will build upon throughout their undergraduate education.

In order to become lifelong learners and use their education to solve practical problems, by the time of graduation, students will be able to effectively:

A. Locate, evaluate, and use information (SL-A).
B. Read and think critically (SL-B).
C. Apply mathematical methods (SL-C).
D. Write and revise for a variety of purposes (SL-D).
E. Create and deliver oral presentations (SL-E).
F. Analyze their own society and its relationship to the larger global context (SL-F).
G. Interact in intercultural situations (SL-G).
H. Apply scientific principles (SL-H).
I. Analyze and value creative artistic endeavors (SL-I).

C. AABI General and Auburn University General Education Learning Outcomes

The relationship between AABI General and Auburn University General Education Learning Outcomes is outlined below.

AU/AABI	AABI-a	AABI-b	AABI-c	AABI-d	AABI-e	AABI-f	AABI-g	AABI-h	AABI-i	AABI-j	AABI-k	AABI-l
SL-A		✓		✓				✓	✓	✓	✓	
SL-B		✓		✓				✓		✓	✓	
SL-C	✓	✓										
SL-D					✓							
SL-E						✓						
SL-F		✓						✓		✓		
SL-G			✓				✓			✓		
SL-H	✓	✓									✓	
SL-I		✓										

D. Relationship Between AVMN PSLOs and AABI General and Aviation Core SLOs

Aviation Management PSLOs support AABI General (letter) and Aviation Core (number) 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-h);
c. Use the techniques, skills, and modern technology necessary for professional practice (AABI-i);
d. Assess the national and international aviation environment (AABI-j);
e. Apply pertinent knowledge in identifying and solving problems (AABI-k);
f. Apply knowledge of business sustainability to aviation issues (AABI-l);
g. Discuss the impact on aviation operations of international aviation law, including applicable International Civil Aviation Organization (ICAO) or other international standards and practices; and applicable national aviation law, regulations and labor issues (AABI-4);

3. **Apply effective oral and written communication skills to function effectively in the aviation environment.**

   a. Communicate effectively, using written communication skills (AABI-e);
   b. Communicate effectively, using oral communication skills (AABI-f);

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. Make professional and ethical decisions (AABI-d);
   c. Engage in and recognize the need for life-long learning (AABI-g);

5. **Apply knowledge of business principles.**
   a. Apply pertinent knowledge in identifying and solving problems (AABI-k);
   b. Apply knowledge of business sustainability to aviation issues (AABI-l);

E. Curriculum Mapping, AVMN

The Aviation Management degree program uses a scaffolded approach, following the I-P-E (Introduced-Practiced-Evaluated) model described below. This approach aims to provide students with a comprehensive and progressive learning experience that allows them to progress logically through coursework, effectively acquiring knowledge and skills. This scaffolded approach fosters a deeper understanding of aviation management principles and prepares students to excel in their future careers within the aviation industry.

Introduced (I): In this phase, students are introduced to fundamental concepts, theories, and principles related to aviation management. Faculty members present essential course materials and introduce students to the key topics and theories that form the foundation of aviation management. This stage is crucial in building a solid understanding of the subject matter and establishing a common knowledge base among students.

Practiced (P): After introducing core concepts, students engage in practical applications and hands-on experiences. This phase involves interactive activities, case studies, simulations, and assignments that allow students to apply the knowledge they gained in real-world scenarios. Practical exercises

help students develop critical thinking, problem-solving, and decision-making skills essential for success in aviation management.

Evaluated (E): The evaluation phase assesses students' comprehension and mastery of the subject matter. Through quizzes, exams, projects, presentations, and other assessment methods, students' performance is evaluated to determine their proficiency in aviation management concepts and ability to apply them effectively. This evaluation process helps instructors identify areas where students may need additional support and provides valuable feedback for continuous improvement.

The curriculum map below visualizes the alignment between Program 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 comm skills	4. Integrity, lifelong learning, diverse teams, serving, leading	5. Business principles
AVMG 1010		I			
AVMG 2050	I, P	I, E	I		
AVMG 2400	I	I			
AVMG 2600	I, P	I, P	I, P, E	I, P, E	
AVMG 2810	I, P	I	I, P	I, P	
AVMG 3050	I, P, E	I, P	P, E	P	
AVMG 3140	I, P	I, P	E		
AVMG 3200	P	I, P	P, E		I
AVMG 3600	I, P, E	I, P, E	I, P, E	P, E	
AVMG 3810	I, P		I, P		
AVMG 4060	I, P, E	I	P		
AVMG 4080	P	P, E	P	P, E	P, E
AVMG 4130	I, P, E		P, E		
AVMG 4190	I, P, E	I, P			
AVMG 4200	I, P	I, P, E	P, E	P, E	
AVMG 5090	P	I, P, E			
AVMG 5180	P, E	P, E	E		

F. Curriculum Assessment Matrix, AVMN

Course assessment methods and tools, including exams, assignments, presentations, papers, and practical evaluations, align with program SLOs (column 1) that are aligned with AABI General (letter) and Aviation Core (number) SLOs (column 2). Course data on student performance is collected and analyzed to identify trends and patterns in student performance and learning outcomes across courses. Feedback is provided to instructors on the assessment results to improve teaching strategies and course content. Assessment results are incorporated into the course development process to ensure continuous improvement.

AVMN SLO	AABI SLO	Measurement	Desired Result
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	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Make professional and ethical decisions (AABI-d);	AVMG 2600: Exam scores Writing scores AVMG 5090: Exam scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Describe the professional attributes, requirements for certifications, and planning applicable to aviation careers (AABI-1);	AVMG 2600: Exam scores AVMG 4190: Exam scores AVMG 4200: Exam scores	80 percent of students will achieve a score of 80 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);	AVMG 2400: Exam scores AVMG 3600: Exam scores	80 percent of students will achieve a score of 80 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 Writing scores AVMG 4060: Exam scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.

AVMN SLO	AABI SLO	Measurement	Desired Result
	Explain the integration of airports, airspace, and air traffic control in managing the National Airspace System (AABI-5);	AVMG 4130: Exam scores AVMF 4190: Exam scores	80 percent of students will achieve a score of 80 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 AVMG 4130: Exam scores Homework scores	80 percent of students will achieve a score of 80percent 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 AVMG 4080: Simulation scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Assess contemporary issues (AABI-h);	AVMG 2050: Writing scores AVMG 3200: Writing scores AVMG 4200: Writing scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Use the techniques, skills, and modern technology necessary for professional practice (AABI-i);	AVMG 3140: Exam scores AVMG 3600: Writing scores AVMG 4080: Simulation scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Assess the national and international aviation environment (AABI-j);	AVMG 3200: Exam scores AVMG 5180: Writing scores Presentation scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Apply pertinent knowledge in identifying and solving problems (AABI-k);	AVMG 2600: Writing scores	80 percent of students will achieve a score of 80 percent or more of

AVMN SLO	AABI SLO	Measurement	Desired Result
		Presentation scores AVMG 4080: Simulation scores	the available measurement points.
	Apply knowledge of business sustainability to aviation issues (AABI-l);	AVMG 2050: Writing scores AVMG 3200: Exam scores Presentation scores AVMG 4080: Simulation scores	80 percent of students will achieve a score of 80 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 AVMG 5090: Exam scores	80 percent of students will achieve a score of 80 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 written communication skills (AABI-e). Communicate effectively using oral communication skills (AABI-f).	AVMG 2600: Writing scores Presentation scores AVMG 3140: Final project scores AVMG 3200: Writing scores AVMG 3600: Writing scores AVMG 4130: Writing scores AVMG 4200: Writing scores AVMG 5180: Writing scores Presentation scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
4. Articulate the value of integrity, lifelong learning,	Work effectively on multi-disciplinary and diverse teams (AABI-c);	AVMG 2600: Presentation scores	80 percent of students will achieve a score of 80 percent or more of

AVMN SLO	AABI SLO	Measurement	Desired Result
and building diverse teams in serving and leading others.		AVMG 4080: Simulation scores AVMG 4200: Writing scores	the available measurement points.
	Make professional and ethical decisions (AABI-d);	AVMG 2810 Project scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Engage in and recognize the need for life-long learning (AABI-g).	AVMG 2050: Exam scores AVMG 3600: Post-course reflection scores AVMG 4200: Post-course reflection scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
5. Apply knowledge of business principles.	Apply pertinent knowledge in identifying and solving problems (AABI-k); Apply knowledge of business sustainability to aviation issues (AABI-l);	AVMG 4080: Simulation scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.

Curriculum, AVMN (AABI Criteria 3.4)

The goal below ensures continuous improvement of the quality and performance of the curriculum consistent with the mission and educational goals of the program and institution.

Curriculum Goal	Objectives	Assessment Activities (Timeline; Primary Responsibility)
1. Ensure curriculum meets or exceeds university and accreditation criteria, remains relevant and responsive to industry needs, and is well integrated.	a. Review curriculum annually, at a minimum.	- Curriculum Committee input (Monthly; Curriculum Committee Lead) - Industry Advisory Board input (Fall, Spring; School Director) - Office of the Provost AU eValuate student survey (Fall, Spring, Summer; School Director) - Office of the Provost Academic Assessment report and feedback (Summer and Fall; School Director) - Student Advisory Council input (Fall, Spring; School Director) - Alums, employer, and student feedback (ongoing; School Director)

Faculty and Staff, AVMN (AABI Criteria 3.5)

The goals below ensure continuous improvement of the quality, performance, and professional development of faculty and staff consistent with the mission and educational goals of the program and institution.

Faculty and Staff Goals	Objectives	Assessment Activities (Timeline; Primary Responsibility)
1. Ensure faculty number and composition enhance student success.	a. Courses are planned at a 30:1 student-to-instructor ratio maximum. b. The semester course teaching load is planned to be at most 40% part-time/adjunct instructors, maximum.	- Course schedule records (Fall, Spring, Summer; School Director)
2. Ensure faculty engage in teaching, service, scholarship, and professional development opportunities.	a. Review faculty accomplishments annually, at a minimum. b. Establish expectations and opportunities for promotion and tenure.	- Faculty performance reports (Annual; School Director) - Office of the Provost AU eValuate student survey (Fall, Spring, Summer; School Director)
3. Ensure instructional and support staff composition enhances student success.	a. Academic advisors planned at a 400:1 student-to-advisor ratio maximum. b. Administrative positions staffed to facilitate effective and efficient program management. c. Faculty and staff are promoted and compensated at a level commensurate with other College of Liberal Arts (CLA) departments.	- Organizational manning records (Ongoing; School Director) - Promotion data (Annual; School Director) - Salary data for the School of Aviation and Auburn University (Annual; School Director)

Facilities, Equipment, and Services, AVMN (AABI Criteria 3.6)

The goals below ensure continuous improvement of the quality and performance of facilities, equipment, and services consistent with the mission and educational goals of the program and institution.

Facilities, Equipment, and Services Goal	Objectives	Assessment Activities (Timeline; Primary Responsibility)
1. Ensure facilities, equipment, and services enhance student success, provide an atmosphere conducive to learning, and support continuous improvement.	a. Facilities support planned classroom teaching load. b. Training equipment, software, and materials are modern and state-of-the-art.	- School and university facilities assessment (Ongoing; School Director) - School equipment assessment (Ongoing; School Director) - School services assessment includes, but is not limited to AU Regional Airport, Office of Information Technology, Ralph Brown Draughon Library, Biggio Center, Career Centers (Ongoing; School Director) - Student Advisory Council input (Fall, Spring; School Director)

Aviation Safety Culture and Program, AVMN (AABI Criteria 3.8)

Not applicable.

Relations with Industry, AVMN (AABI Criteria 3.9)

The goals below ensure continuous improvement of relations between the program and industry consistent with the mission and educational goals of the program and institution.

Relations with Industry Goal	Objectives	Assessment Activities (Timeline; Primary Responsibility)
1. Ensure a strong relationship between practicing professionals in the aviation industry.	a. Develop networking opportunities and partnerships that advance student learning and career opportunities.	- Career Fair records (Ongoing, Engagement Coordinator) - Career Pathway Program records (Ongoing, School Director) - Internship records (Ongoing, School Director) - School industry engagement (e.g., guest speakers, student field trips, student conference attendance, industry events) records (Ongoing, Engagement Coordinator)
2. Maintain an active industry advisory board that provides relevant program guidance, expertise, and networking.	a. Host board meetings twice a year. b. Seek board advice on matters related to mission, Program Education Goals, program Student Learning Outcomes, curriculum, facilities and equipment, and safety.	- Industry advisory board records (Fall and Spring Semester; Engagement Coordinator)

Diversity, Equity, and Inclusion, AVMN (AABI Criteria 3.10)

The goals below will enhance diversity, equity, and inclusion consistent with the mission and educational goals of the program and institution.

Relations with Industry Goal	Objectives	Assessment Activities (Timeline; Primary Responsibility)
1. Actively pursue opportunities to eliminate barriers facing underrepresented community members in aviation.	a. Develop opportunities to increase aviation career and education awareness among youth from communities underrepresented in aviation. b. Develop scholarship opportunities focused on serving underrepresented community members. c. Develop academic partnerships that develop new pathways to School of Aviation programs.	- Outreach records (Ongoing, School Director) - Scholarship records (Ongoing, School Director) - Academic partnership records (Ongoing, School Director
2. Develop an aviation community where all members are valued, represented, and can thrive personally and professionally.	a. Organizational climate survey. b. All faculty and flight instructors receive Title IX training.	- Organizational climate survey results (Biennial; School Director) - Training records (Ongoing; School Director)

Professional Flight, B.S.

Program Overview, AVPF

The Professional Flight degree provides a solid foundation of aeronautical knowledge and piloting skills expected by professional aviation organizations and necessary for success in the aviation industry.

Auburn University is a FAA-approved Part 141 pilot school and flight operations are conducted at the Auburn University Regional Airport (KAUO), which is located approximately three miles from campus and easily accessible via the university's Tiger Transit shuttle service.

This degree qualifies for the attainment of the FAA Restricted Airline Transport (R-ATP) certification with as little as 1,000 hours of flying experience.

Degree certifications and ratings available within the curriculum include Private Pilot Certification, Instrument Rating, Commercial Pilot Certification, Multi-Engine Rating, Certified Flight Instructor (CFI), CFI with Instrument Rating (CFII), and Multi-Engine Instructor (MEI). One advanced pilot or flight instructor certification/rating MUST be completed at Auburn, and to be Restricted ATP (R-ATP) eligible, the ground and flight training for the instrument rating and commercial pilot certificate must be completed at Auburn.

Program Mission Statement, AVPF

The mission of the Professional Flight program is to develop highly desired professional pilots and thought leaders who will serve as a positive force in aviation and the world.

Program Educational Goals, AVPF (AABI Criteria 3.2)

Our goal is to:

A. **Develop professional pilots with exceptional knowledge, skills, and values**. Graduates will be highly educated, technically proficient, safety-oriented, and business-minded.
B. **Develop professional pilots that advance global aviation**. Graduates will have a global perspective and embrace diverse cultures and ideas. Graduates will recognize historical trends, current issues, and emerging opportunities.
C. **Develop professional pilots that aspire to lead**. Graduates will champion integrity, cultivate professional and personal growth opportunities, subscribe to a philosophy of lifelong learning, and lead by serving others.

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

Students, AVPF (AABI Criteria 3.1)

The goals below ensure continuous improvement of the performance and success of students and graduates consistent with the mission and educational goals of the program and institution. Effective student management focuses include attention to admission, validation of transfer and non-collegiate credit, validation of course completion requirements, and graduate near-term success.

Student Goals	Objectives	Assessment Activities (Timeline; Primary Responsibility)
1. Ensure student management policies and practices enhance student and graduate success.	a. First-term retention rate > 80%. b. 4-year graduation rage > 80%. c. 6-year graduation rate > 80%. d. First Destination Survey (FDS) overall success rate > 80%.	- Office of Institutional Research enrollment and graduation data (Fall; School Director) - Office of the Provost First Destination Survey (FDS) (Spring; School Director) - Student Advisory Council input (Fall, Spring; School Director)
2. Advance quality opportunities for student professional and personal growth outside the classroom.	a. Increase student organization membership, year-over-year. b. Promote internships and Cooperative education opportunities.	- Student organizations records (Fall, Spring; Engagement Coordinator) - Internship record for credit earning; Student Internship/COOP survey (Spring; School Director)

** First destination success includes employment or admission to continuing education*

Program Student Learning Outcomes - PSLOs, AVPF (AABI Criteria 3.3)

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

1. **Conduct flight 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.**

Program education goals, program student learning outcomes, AABI student learning outcomes, and university student learning outcomes are assessed to ensure alignment. The relationship between Program Educational Goals and Student Learning Outcomes, AVPF is outlined below.

Program Educational Goals/Student Learning Outcomes	1. Conduct flight 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.
Develop professional pilots with exceptional knowledge, skills, and values. Graduates will be highly educated, technically proficient, safety-oriented, and business-minded.	✓		✓		✓
Develop professional pilots that advance global aviation. Graduates will have a global perspective and embrace diverse cultures and ideas. Graduates will recognize historical trends, current issues, and emerging opportunities.		✓		✓	
Develop professional pilots that aspire to lead. Graduates will champion integrity, cultivate professional and personal growth opportunities, subscribe to a philosophy of lifelong learning, and lead by serving others.				✓	✓

A. AABI Student Learning Outcomes

From the AABI ACCREDITATION CRITERIA MANUAL (FORM 201), February 24, 2023:

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 written communication skills;
f. communicate effectively, using oral communication skills;
g. engage in and recognize the need for life-long learning;
h. assess contemporary issues;
i. use the techniques, skills, and modern technology necessary for professional practice;
j. assess the national and international aviation environment;
k. apply pertinent knowledge in identifying and solving problems;
l. 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 on aviation operations of international aviation law, including applicable International Civil Aviation Organization (ICAO) or other international standards and practices; and applicable national aviation law, regulations, and labor issues.
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.

B. 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, human life, and the interactions between them. In addition to introducing students to broad areas of knowledge, the General Education program also emphasizes foundational skills they will build upon throughout their undergraduate education. In order to become lifelong learners and use their education to solve practical problems, by the time of graduation, students will be able to effectively:

A. Locate, evaluate, and use information (SL-A).
B. Read and think critically (SL-B).
C. Apply mathematical methods (SL-C).
D. Write and revise for a variety of purposes (SL-D).

E. Create and deliver oral presentations (SL-E).
F. Analyze their own society and its relationship to the larger global context (SL-F).
G. Interact in intercultural situations (SL-G).
H. Apply scientific principles (SL-H).
I. Analyze and value creative artistic endeavors (SL-I).

C. Relationship Between AABI General and Auburn University General Education Learning Outcomes

The relationship between AABI General and Auburn University General Education Learning Outcomes is outlined below.

AU/AABI	AABI-a	AABI-b	AABI-c	AABI-d	AABI-e	AABI-f	AABI-g	AABI-h	AABI-i	AABI-j	AABI-k	AABI-l
SL-A		✓		✓				✓	✓	✓	✓	
SL-B		✓		✓				✓		✓	✓	
SL-C	✓	✓										
SL-D					✓							
SL-E						✓						
SL-F		✓						✓		✓		
SL-G			✓				✓			✓		
SL-H	✓	✓									✓	
SL-I		✓										

D. Relationship Between AVPF PSLOs and AABI General and Aviation Core SLOs

Professional Flight SLOs support AABI General (letter) and Aviation Core (number) SLOs.

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

1. Conduct flight 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-h);

c. Use the techniques, skills, and modern technology necessary for professional practice (AABI-i);
d. Assess the national and international aviation environment (AABI-j);
e. Apply pertinent knowledge in identifying and solving problems (AABI-k);
f. Apply knowledge of business sustainability to aviation issues (AABI-l);
g. Discuss the impact on aviation operations of international aviation law, including applicable International Civil Aviation Organization (ICAO) or other international standards and practices; and applicable national aviation law, regulations and labor issues (AABI-4);

3. **Apply effective oral and written communication skills to function effectively in the aviation environment.**

   a. Communicate effectively, using written communication skills (AABI-e);
   b. Communicate effectively, using oral communication skills (AABI-f);

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. Make professional and ethical decisions (AABI-d);
   c. Engage in and recognize the need for life-long learning (AABI-g);

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

   a. Describe the professional attributes, requirements for certifications, and planning applicable to aviation careers (AABI-1);
   b. Describe the principles of aircraft design, performance, and operating characteristics; and the regulations related to the maintenance of aircraft and associated systems (AABI-2);
   c. Evaluate aviation safety and the impact of human factors on safety (AABI-3);
   d. Discuss the impact of national and international aviation law, regulations and labor issues on aviation operations (AABI-4);
   e. Explain the integration of airports, airspace, and air traffic control in managing the National Airspace System (AABI-5);
   f. Discuss the impact of meteorology and environmental issues on aviation operations (AABI-6)

E. Curriculum Mapping, AVPF

The Professional Flight degree program uses a scaffolded approach, following the I-P-E (Introduced-Practiced-Evaluated) model described below. This approach aims to provide students with a comprehensive and progressive learning experience that allows them to progress logically through coursework, effectively acquiring knowledge and skills. This scaffolded approach fosters a deeper understanding of professional flight principles and prepares students to excel in their future careers within the aviation industry.

Introduced (I): In this phase, students are introduced to fundamental concepts, theories, and principles related to professional flight. Faculty members present essential course materials and introduce students to the key topics and theories forming professional flight's foundation. This stage is crucial in solidifying the subject matter and establishing a common knowledge base among students.

Practiced (P): After introducing core concepts, students engage in practical applications and hands-on experiences. This phase involves interactive activities, case studies, simulations, flight laboratories, and assignments that allow students to apply the knowledge they gained in real-world scenarios. Practical exercises help students develop critical thinking, problem-solving, and decision-making skills essential for success in professional flight.

Evaluated (E): The evaluation phase assesses students' comprehension and mastery of the subject matter. Through quizzes, exams, projects, presentations, flight evaluations, and other assessment methods, students' performance is evaluated to determine their proficiency in professional flight concepts and their ability to apply them effectively. This evaluation process helps instructors identify areas where students may need additional support and provides valuable feedback for continuous improvement.

The curriculum map below visualizes the alignment between Program Student Learning Outcomes and courses required in the Professional Flight B.S. degree.

Course	1. Professional, safe, efficient flight 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	I, P, E	I			I
AVMF 2171	I, P				P
AVMF 2181	I, P				E
AVMF 2230	I, P, E	I			I
AVMF 2241	I, P				P
AVMF 2260*	I, P, E	I			I
AVMF 2251	I, P				E
AVMF 2261	I, P				P
AVMF 2271	I, P				P
AVMF 4271	I, P				E
AVMF 4320	P, E	P			I, P, E

Course	1. Professional, safe, efficient flight 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 4400	I, P, E				
AVMG 1010		I			
AVMG 2050	I, P	I, E	I		
AVMG 2600	I, P	I, P	I, P, E	I, P, E	
AVMG 2810	I, P	I	I, P	I, P	
AVMG 3050	I, P, E	I, P	P, E	P	
AVMG 3140	I, P	I, P	E		
AVMG 3200	P	I, P	P, E		
AVMG 3600	I, P, E	I, P, E	I, P, E	P, E	
AVMG 3810	I, P		I, P		
AVMG 4060	I, P, E	I	P		
AVMG 4080	P	P, E	P	P, E	
AVMG 4130	I, P, E		P, E		
AVMG 4190	I, P, E	I, P			
AVMG 4200	I, P	I, P, E	P, E	P, E	
AVMG 5090	P	I, P, E			
AVMG 5180	P, E	P, E	E		

Course number changed from 2250 to 2260 in 2022.

F. Curriculum Assessment Matrix, AVPF

Course assessment methods and tools, including exams, assignments, presentations, papers, and practical evaluations, align with program SLOs (column 1) that are aligned with AABI General (letter) and Aviation Core (number) SLOs (column 2). Course data on student performance is collected and analyzed to identify trends and patterns in student performance and learning outcomes across courses. Feedback is provided to instructors on the assessment results to improve teaching strategies and course content. Assessment results are incorporated into the course development process to ensure continuous improvement.

AVPF SLO	AABI SLO	Measurement	Desired Result
1. Conduct flight operations in a professional, safe, and efficient manner.	Apply mathematics, science, and applied sciences to aviation-related disciplines (AABI-a);	AVMG 3050: Exam scores AVMF 4400: Exam scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Make professional and ethical decisions (AABI-d);	AVMG 2600: Exam scores Writing scores AVMG 5090: Exam scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Describe the professional attributes, requirements for certifications, and planning applicable to aviation careers (AABI-1);	AVMG 2600: Exam scores AVMG 4190: Exam scores AVMG 4200: Exam scores	80 percent of students will achieve a score of 80 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 AVMG 3600: Exam scores	80 percent of students will achieve a score of 80 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 Writing scores AVMG 4060: Exam scores	80 percent of students will achieve a score of 80 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 AVMF 4190: Exam scores	80 percent of students will achieve a score of 80 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 AVMG 4130:	80 percent of students will achieve a score of 80percent or more of the available measurement points.

AVPF SLO	AABI SLO	Measurement	Desired Result
		Exam scores Homework scores	
2. Describe historical trends, current issues, and emerging opportunities in aviation	Analyze and interpret data (AABI-b);	AVMG 3200: Presentation scores AVMG 4080: Simulation scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Assess contemporary issues (AABI-h);	AVMG 2050: Writing scores AVMG 3200: Writing scores AVMG 4200: Writing scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Use the techniques, skills, and modern technology necessary for professional practice (AABI-i);	AVMG 3140: Exam scores AVMG 3600: Writing scores AVMG 4080: Simulation scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Assess the national and international aviation environment (AABI-j);	AVMG 3200: Exam scores AVMG 5180: Writing scores Presentation scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Apply pertinent knowledge in identifying and solving problems (AABI-k);	AVMG 2600: Writing scores Presentation scores AVMG 4080: Simulation scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Apply knowledge of business sustainability to aviation issues (AABI-l);	AVMG 2050: Writing scores AVMG 3200: Exam scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.

AVPF SLO	AABI SLO	Measurement	Desired Result
		Presentation scores AVMG 4080: Simulation scores	
	Discuss the impact of national and international aviation law, regulations and labor issues on aviation operations (AABI-4).	AVMG 4190: Exam scores AVMG 5090: Exam scores	80 percent of students will achieve a score of 80 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 written communication skills (AABI-e). Communicate effectively using oral communication skills (AABI-f).	AVMG 2600: Writing scores Presentation scores AVMG 3050: Presentation scores AVMG 3140: Final project scores AVMG 3200: Writing scores AVMG 3600: Writing scores AVMG 4130: Writing scores AVMG 4200: Writing scores AVMG 5180: Writing scores Presentation scores	80 percent of students will achieve a score of 80 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 AVMG 4080: Simulation scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
	Make professional and ethical decisions (AABI-d);	AVMG 2810: Project scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.

AVPF SLO	AABI SLO	Measurement	Desired Result
	Engage in and recognize the need for life-long learning (AABI-g).	AVMG 2050: Exam scores AVMG 3600: Post-course reflection scores AVMG 4200: Post-course reflection scores	80 percent of students will achieve a score of 80 percent or more of the available measurement points.
5. Possess the necessary knowledge, skills, and attitude to competently and ethically function as a professional pilot in the aviation industry.	Describe the professional attributes, requirements for certifications, and planning applicable to aviation careers (AABI-1); Describe the principles of aircraft design, performance, and operating characteristics; and the regulations related to the maintenance of aircraft and associated systems (AABI-2); Evaluate aviation safety and the impact of human factors on safety (AABI-3); Discuss the impact of national and international aviation law, regulations and labor issues on aviation operations (AABI-4); Explain the integration of airports, airspace, and air traffic control in managing the National Airspace System (AABI-5); Discuss the impact of meteorology and environmental issues on aviation operations (AABI-6).	Aeronautical Knowledge Tests: - 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) AVMF 4320: LOE Performance	80 percent of the students taking the applicable aeronautical knowledge tests (AKT) will pass the test on the first attempt. 80 percent of students will achieve a LOE score of 80 percent or more of the available measurement points

Curriculum, AVPF (AABI Criteria 3.4)

The goal below ensures continuous improvement of the quality and performance of the curriculum consistent with the mission and educational goals of the program and institution.

Curriculum Goal	Objectives	Assessment Activities (Timeline; Primary Responsibility)
1. Ensure curriculum meets or exceeds university and accreditation criteria, remains relevant and responsive to industry needs, and is well integrated.	a. Review curriculum annually, at a minimum. b. Ensure curriculum includes adequate credit hours for students to meet the 1000 flight hour Restricted-ATP (R-ATP) requirements.	- Curriculum Committee input (Monthly; Curriculum Committee Lead) - Industry Advisory Board input (Fall, Spring; School Director) - Office of the Provost AU eValuate student survey (Fall, Spring, Summer; School Director) - Office of the Provost Academic Assessment report and feedback (Summer and Fall; School Director) - Student Advisory Council input (Fall, Spring; School Director) - Alums, employer, and student feedback (ongoing; School Director) - FAA R-ATP Letter of Authorization (ongoing; School Director)

Faculty and Staff, AVPF (AABI Criteria 3.5)

The goals below ensure continuous improvement of the quality, performance, and professional development of faculty and staff consistent with the mission and educational goals of the program and institution.

Faculty and Staff Goals	Objectives	Assessment Activities (Timeline; Primary Responsibility)
1. Ensure faculty number and composition enhance student success.	a. Courses are planned at a 30:1 student-to-instructor ratio, maximum. b. The semester course teaching load is planned to be at most 40% part-time/adjunct instructors, maximum.	- Course schedule records (Fall, Spring, Summer; School Director)
2. Ensure faculty engage in teaching, service, scholarship, and professional development opportunities.	a. Review faculty accomplishments annually, at a minimum. b. Establish expectations and opportunities for promotion and tenure.	- Faculty performance reports (Annual; School Director) - Office of the Provost AU eValuate student survey (Fall, Spring, Summer; School Director)
3. Ensure instructional and support staff composition enhances student success.	a. Flight instructors (CFIs) planned at a 6:1 student-to-instructor ratio. b. Academic advisors planned at a 400:1 student-to-advisor ratio maximum. c. Administrative positions staffed to facilitate effective and efficient program management. d. Faculty and staff are promoted and compensated at a level commensurate with other College of Liberal Arts (CLA) departments.	- Organizational manning records (Ongoing; School Director) - Promotion data (Annual; School Director) - Salary data for the School of Aviation and Auburn University (Annual; School Director)

Facilities, Equipment, and Services, AVPF (AABI Criteria 3.6)

The goals below ensure continuous improvement of the quality and performance of facilities, equipment, and services consistent with the mission and educational goals of the program and institution.

Facilities, Equipment, and Services Goal	Objectives	Assessment Activities (Timeline; Primary Responsibility)
1. Ensure facilities, equipment, and services enhance student success, provide an atmosphere conducive to learning, and support continuous improvement.	a. Facilities support planned classroom teaching load. b. Training equipment, software, and materials are modern and state-of-the-art. c. Daily aircraft and simulator availability effectively support the flight training schedule. d. Fleet planned for a 10:1 student-to-aircraft ratio and a 7-year replacement schedule.	- School and university facilities assessment (Ongoing; School Director) - School equipment assessment (Ongoing; School Director) - School services assessment includes, but is not limited to AU Regional Airport, Office of Information Technology, Ralph Brown Draughon Library, Biggio Center, Career Centers (Ongoing; School Director) - Student Advisory Council input (Fall, Spring; School Director) - Operations Report (Daily; Maintenance Director) - Aircraft Replacement Plan and Simulator Upgrade records (Ongoing; Chief Flight Instructor)

Aviation Safety Culture and Program, AVPF (AABI Criteria 3.8)

The goals below ensure continuous improvement of the safety culture and program consistent with the mission and educational goals of the aviation program and institution.

Aviation Safety Culture and Program Goals	Objectives	Assessment Activities (Timeline; Primary Responsibility)
1. Ensure sustainment and advancement of an effective safety program that involves students, faculty, and staff and incorporates key SMS components to foster a culture of safety.	a. Zero accidents or incidents resulting in fatalities or serious injuries. b. Implement a formal safety program that includes SMS components. c. Maintain a progressive student peer support program.	- Aviation Safety Action Program Reports (Ongoing; Safety Manager) - Safety Hazard Reports (Ongoing, Safety Manager) - Accident/incident Records (Ongoing, Safety Manager) - Safety Meeting Presentations (Fall, Spring, Summer; Safety Manager) - Student Safety Committee Minutes (Ongoing, Safety Manager) - Airport Safety Committee Minutes (Ongoing, Airport Safety Committee Chair) - Auburn Aviation Peer Support Program (AAPS) feedback (Ongoing; AAPS Faculty Advisor)

Relations with Industry, AVPF (AABI Criteria 3.9)

The goals below ensure continuous improvement of relations between the program and industry consistent with the mission and educational goals of the program and institution.

Relations with Industry Goal	Objectives	Assessment Activities (Timeline; Primary Responsibility)
1. Ensure a strong relationship between practicing professionals in the aviation industry.	a. Develop networking opportunities and partnerships that advance student learning and career opportunities.	- Career Fair records (Ongoing, Engagement Coordinator) - Career Pathway Program records (Ongoing, School Director) - Internship records (Ongoing, School Director) - School industry engagement (e.g., guest speakers, student field trips, student conference attendance, industry events) records (Ongoing, Engagement Coordinator)
2. Maintain an active industry advisory board that provides relevant program guidance, expertise, and networking.	a. Host board meetings twice a year. b. Seek board advice on matters related to mission, Program Education Goals, program Student Learning Outcomes, curriculum, facilities and equipment, and safety.	- Industry advisory board records (Fall and Spring Semester; Engagement Coordinator)

Diversity, Equity, and Inclusion, AVPF (AABI Criteria 3.10)

The goals below will enhance diversity, equity, and inclusion consistent with the mission and educational goals of the program and institution.

Relations with Industry Goal	Objectives	Assessment Activities (Timeline; Primary Responsibility)
1. Actively pursue opportunities to eliminate barriers facing underrepresented community members in aviation.	a. Develop opportunities to increase aviation career and education awareness among youth from communities underrepresented in aviation. b. Develop scholarship opportunities focused on serving underrepresented community members. c. Develop academic partnerships that develop new pathways to School of Aviation programs.	- Outreach records (Ongoing, School Director) - Scholarship records (Ongoing, School Director) - Academic partnership records (Ongoing, School Director
2. Develop an aviation community where all members are valued, represented, and can thrive personally and professionally.	a. Organizational climate survey. b. All faculty and flight instructors receive Title IX training.	- Organizational climate survey results (Biennial; School Director) - Training records (Ongoing; School Director)