



## Memorandum

To: Dave Reinhold, Associate Provost

From: Raymond E. Thompson, Associate Dean

Date: August 16, 2012

Subject: College of Aviation 2012 Assessment Report

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The College of Aviation is in an assessment transition period as we move from an accreditation inputs-based model to an outcomes-based model. Our previous assessment plan was limited in scope and not effectively followed. These issues will be addressed during the fall 2012 semester.

1. Summarize the assessment activities of your college/unit.

The College of Aviation recently completed program accreditation for all three degree programs by the Aviation Accreditation Board International (AABI). The self-study was submitted in July 2011 and the site visit occurred in March 2012. In a letter dated July 31, 2012, the college received the final report, which reaffirmed accreditation for all three programs. An interim report was mandated by June 3<sup>rd</sup>, 2013 to update on our progress on the four recommendations made by AABI.

- i. Create an assessment system that addresses all of the program educational objectives (AABI Criteria 2.2 a – d).
- ii. Create an assessment system that addresses AABI general outcomes (AABI Criteria 2.3 a-k).
- iii. Develop and offer a significant culminating upper division experience in flight education (AABI Criterion 4.5.1).
- iv. Develop an assessment system (AABI Criterion 2.4).

While the college has an approved assessment plan, this was found inadequate by AABI, especially as our program accreditation has moved to an outcomes-based model. A draft assessment proposal was submitted to AABI in January 2012, but a fully developed plan will need to be crafted and approved by December 2012 by the college Assessment Committee.

2. What changes in the program were made based upon the assessment results?

In March 2012, the Federal Aviation Administration initiated a letter of investigation regarding the methods used by Aviation Maintenance Technology to meet the rules in 14 CFR Part 147. As a result of the investigation, the AMT program was required to change how certain course time was counted toward the Airframe and Powerplant requirements in Part 147. A faculty curriculum workshop in early August 2012 redesigned the AMT degree program to address the FAA concerns as well as increase the substance of the degree program.



During the fall 2012 semester, Aviation Flight Science will develop a capstone activity per AABI assessment of the program.

### 3. What student learning/development outcomes are important for your students to master?

While we have series of program learning outcomes, the college lacked a set of program educational objectives. These need to be in place to adequately define what the program level learning outcomes should be. To address this lack and begin the review process, the college developed an initial set of program educational outcomes for each degree program. The draft assessment plan lists the outcomes shown below:

## 5.0 Program Educational Objectives

### 5.1 Aviation Science and Administration Program Educational Objectives

Within two years of graduation, Aviation Science and Administration (ASA) graduates will be employed in aerospace organizations in positions such as customer support and customer service, sales and marketing, dispatch, scheduling, fixed-base operations, pricing, training and planning, and entry-level airline and airport management positions. Graduates will be demonstrating their critical thinking, communication, team work, leadership, global awareness, and Situational Awareness skills on a daily basis.

Three to five years after entering the industry, ASA graduates will advance into supervisory and senior position roles. Examples of these positions are project manager and team leader.

Five to eight years after graduation, ASA graduates will hold middle management positions. Department manager, program manager, and supervisor of operations are examples of the positions that they may have.

As their careers progress, Aviation Science and Administration alumni will continue to move forward into high level management positions such as director and senior manager.

### 5.2 Aviation Maintenance Technology Program Educational Objectives

Within two years of graduation, Aviation Maintenance Technology (AMT) graduates will be employed in positions such as aircraft maintenance technician, product field service, manufacturer-customer technical liaison, technical publications and field test technician. Graduates will be demonstrating their critical thinking, communication, team work, leadership, global awareness, and technology abilities on a daily basis.



Three to five years after entering the industry, AMT graduates will advance into supervisory and senior position roles. Examples of these positions are shift foreman, inspector, lead technician, and senior product support specialist.

Five to eight years after graduation, AMT graduates will hold management positions. Department manager, project manager, and team leader are examples of the positions that they may have.

As their careers progress, Aviation Maintenance Technology alumni will continue to move forward into high level management positions such as director of maintenance and director of product support.

### 5.3 Aviation Flight Science Program Educational Objectives

Within two to five years of graduation, Aviation Flight Science (AFS) graduates will be employed as first officers with a regional carrier, copilots in a corporate aviation position, flight instructors or charter pilots. Graduates will be demonstrating their critical thinking, communication, team work, leadership, global awareness, and Situational Awareness skills on a daily basis.

Five to eight years after graduation, AFS graduates will hold a Captain Position at regional or corporate flight departments and may have attained First Officer positions at major carriers. Our graduates will demonstrate the character and professionalism expected of an Airline Transportation Pilot.

As their careers progress, Aviation Flight Science alumni will continue to move into senior flight management positions such as chief pilot, director of flight operations, director of pilot training and simulation.

### 5.4 Assessment of Program Educational Objectives

The program educational objectives will be completely assessed every five years. A cycle of individual assessments will take place over the five year period.

- Program placement rate (collected annually via survey or interview).
- Graduate industry placement, company, level, salary over time (annually for new graduates, every three years for alumni via survey or interview)
- Employer feedback (every three years via survey or interview)



- Graduate feedback (every three years via survey or interview)

The objectives were review by the CoA Industry Advisory Board in the fall 2011 semester. Suggestions were noted but not made as we were awaiting the results of the AABI reaffirmation process. As noted earlier, the objectives were found lacking by AABI and need to be revisited. The IAB review data will be provided to the college Assessment Committee as part of their tasking for assessment improvement by AABI. The current program learning outcomes will also be reviewed and modified this coming fall.

3. Identify areas of assessment strength and areas that could benefit from additional help. What help could be provided by the UASC for those units who need it?

During the fall 2012 semester, the college could benefit from several mini-workshops on developing and assessing program objectives and outcomes. Many faculty are aware of the need, and willing to assess, but would like some additional training in these areas.

The college is interested in placing both the updated assessment plan, when complete, into TracDat as well as the strategic plan.

## Summary

The reaffirmation process was successful in identifying deficiencies in the overall college academic assessment process. The previous assessment methods are simply adequate for outcomes-based assessment. A second issue was that the existing assessment plan was not followed as it should have been.

The fall 2012 semester will see the development of a new overall assessment program that is college-wide in nature, not just for the academic areas. For the academic programs, this will include program educational objectives, program learning outcomes, and individual course learning outcomes, fully mapped with feedback and improvement mechanisms identified.

We will submit an update on this to your office when we submit our report to AABI in 2013.