AABInternational

	University of Central Missouri
	Harmon College of Business and Professional Studies.
	Department of Aviation – Professional Pilot
Fall 2024	STUDENT ACHIEVEMENT DATA

AABI Criterion 3.2.4 Public Information. Each AABI-accredited aviation program MUST provide reliable information to the public on student success in the program, at least annually. The following Student Achievement Data MUST appear in easily accessible locations including public program websites:

- a. The Program Educational Goals of each accredited program, as publicly published, and how these Program Educational Goals are assessed by the program.
- b. Student retention and graduation rates, including the number of degrees produced each year, the percentage of students enrolled one year after starting the program, and the percentage of bachelor's students graduating within 6 years.
- c. The employment rate and types of employment (aviation, aviation-related, or other positions) of full-time graduates within 1 year of graduation.
- d. Other STUDENT ACHIEVEMENT DATA, as determined by the program.

The following is the required Student Achievement Report for the University of Central Missouri's School of Aviation.

Department of Aviation Mission Statement

The mission of the Department of Aviation is to provide a competitive advantage to our partners in the aerospace industry, using highly experienced faculty and staff dedicated to educating, developing, motivating, and nurturing future professionals and industry leaders using exciting programs, state of the art facilities, and industry-relevant research, while embracing best safety practices.

Professional Pilot, B.S. Program Mission Statement

The mission of the Professional Pilot degree program is to prepare students for ready placement and advancement in the aviation industry as airline pilots, by providing a solid foundational skill set to include critical thinking and teamwork, aviation-related technical knowledge, and the appropriate FAA pilot certification and ratings, an awareness of the current trends and issues within the context of modern flight operations, all infused with an emphasis on safety and risk management with practical applications in the real world environment.

Professional Pilot, B.S. Program Educational Goals

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

- 1. Obtain Commercial, MEL/SEL Certificate with Instrument Rating and CFI.
- 2. Become eligible for the Restricted ATP Certificate.
- 3. Learn to effectively communicate and network with industry professionals.
- 4. Obtain the skills needed to build and promote a culture of safety in the aviation industry.
- 5. Learn to solve complex and/or technical problems using emerging technologies relating to aviation.

Retention and Graduation Rates

		One Year	Two Year	Three Year	4 Year	5 Year	6 Year	7 Year	8 Year
		Retention	Retention	Retention	Graduation	Graduation	Graduation	Graduation	Graduation
					2	2	2	2	2
Department of		1 Still here	1 Still here	1 Still here	Graduated	Graduated	Graduated	Graduated	Graduated
Aviation	N	PctN	PctN	PctN	PctN	PctN	PctN	PctN	PctN
Cohort									
200710	54	64.81	51.85	51.85	24.07	35.19	42.59	44.44	44.44
200810	55	74.55	63.64	60.00	25.45	50.91	50.91	52.73	52.73
200910	48	70.83	75.00	70.83	29.17	47.92	58.33	58.33	60.42
201010	40	75.00	65.00	65.00	35.00	50.00	57.50	60.00	62.50
201110	46	76.09	73.91	69.57	23.91	43.48	43.48	50.00	56.52
201210	37	62.16	48.65	43.24	24.32	32.43	43.24	43.24	43.24
201310	40	62.50	60.00	57.50	20.00	42.50	42.50	47.50	47.50
201410	61	72.13	60.66	59.02	24.59	37.70	45.90	49.18	52.46
201510	70	70.00	57.14	54.29	21.43	37.14	45.71	48.57	50.00
201610	44	65.91	50.00	45.45	18.18	29.55	31.82	34.09	34.09
201710	66	75.76	56.06	43.94	19.70	34.85	39.39	40.91	40.91
201810	77	72.73	66.23	59.74	31.17	49.35	54.55	55.84	
201910	61	72.13	62.30	60.66	21.31	47.54	50.82		
202010	48	81.25	66.67	60.42	31.25	45.83			
202110	48	77.08	72.92	70.83					
202210	52	76.92	63.46						
202310	70	72.86							

Graduate Employment Rates

The University of Central Missouri's Career and Life Design Center facilitates a graduate career survey to track graduate employment trends broken out by academic college and School within that College.

Participation in the survey is voluntary. According to the results of the most recent survey, **96%** of respondents were employed in their field.

(See Career and Life Design Center <u>2022-2023 Annual Report</u> for Undergraduate Students).

Graduate Employment Types

The following employment sources have been compiled from the graduate employment survey referenced previously and from communications with graduates and the UCM School of Aviation. This list is not to be considered exhaustive, but serves as an example of where current aviation graduates are employed within the aviation industry.

United States Air Force	UCM Flight School	Premier Flight Center	Lee's Summit Airport
United States Navy	Envoy Airlines	Atlantic Aviation	Springfield Regional Airport
United States Army	Republic Airlines	Air Associates	Heli-Sat Services and Technologies
Air National Guard	GoJet Airlines	Huntsville International Airport	Premier Flight Center
Joplin Regional Airport	Skywest Airlines	Air Wisconsin	Garmin

Program Assessment Measures





Comprehensive Assessment Plan

January 4, 2023

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1. Overview

This assessment plan is written and implemented by the faculty and staff of the University of Central Missouri Department of Aviation. Components in this plan are in place to satisfy the requirements of the Aviation Accreditation Board International (AABI), the University of Central Missouri (UCM), the Harmon College of Business and Professional Studies (HCBPS), and the Department of Aviation to assure the continued success of the graduates of the aviation program.

The end product of using this assessment plan should result in more significant learning for our students, a better overall educational program and more informed and connected faculty and staff. All recommended changes to any of the aviation programs must be made based upon assessment results and will be tracked and reported annually to the Department of Aviation faculty and staff. The Assessment Coordinator shares the results of the various assessments and solicits feedback during faculty meetings.

It is vitally important that this plan is subject to regular review to ensure that it is in fact assessing the Department of Aviation's goals, results are being distributed, and that results are impacting change. Evaluating the Assessment Plan will be done informally on a continual basis and formally during the October Assessment meeting. This plan is a flexible, working document that will need to be revised to uphold its purpose and usefulness to the Department, its students, and other relevant constituents.

1.1. Assessment and Accreditation Committee Assignments

As we have seen over the past few years, the requirements for Assessment and accreditation involve too much for any one person to complete. The objective of establishing an Assessment and Accreditation Committee for the Department of Aviation is to delegate small portions of assessment and accreditation responsibilities so that it does not overwhelm any one faculty member.

1.1.1. Goals

The duties that would be involved in each of the following areas will include the following:

- Ensure the goals are moving forward to be completed (required for all areas each semester)
- Ensuring evidence is collected in the proper Google folder (required for all areas each semester)
- Entering data and evidence in Nuventive (required for all areas each semester)
- Faculty member coordinating and running meetings (required for only 1 or 2 areas each semester see Table 1)
- Updating goals in the Assessment Plan (required only 1 or 2 areas each semester)

With the current faculty, each member will be assigned one area and the Department Chair will have three. While only two of the following areas are reviewed each semester (on a three-year rotating cycle, see Table 1), the evidence for each must be collected by the end of each semester. The areas to be assigned include:

- Students
- Program Mission and Educational Goals
- Student Learning Outcomes
- Curriculum
- Faculty and Staff
- Facilities, Equipment, and Services
- Aviation Safety Culture and Program
- Relations with Industry

1.1.2. Assessment and Accreditation Committee Chair

The duty of the Assessment and Accreditation Committee Chair will be to meet regularly with the faculty and Department Chair to ensure that the items listed in the above sections are being completed adequately each semester.

1.2. Assessment Process and Calendar

The Assessment Coordinator will hold at least two (2) annual meetings (one in the fall semester, one in the spring semester) with the following purposes:

- Development of the Annual Assessment Plan;
- Ensure implementation of all aspects of the Annual Assessment Plan;
- Continuous evaluation of assessment process;
- Continuous evaluation of goals and their outcomes.

Each of the two (2) assessment meetings will address different sections of the assessment plan as shown in Table 1 below. Minutes from these meetings are maintained by the Assessment

Coordinator for ten (10) years.

At the fall semester meeting, the Assessment Coordinator will review the previous year's assessment information, along with the designated sections of the assessment plan. This report will include the information needed to be included in the Nuventive report that is due to UCM on October 1st of each year. The faculty will discuss and vote on changes to the assessment process, mitigations to previous year's goals, and any new goals to be met during the upcoming academic year.

At the spring semester meeting, the Assessment Coordinator will review the designated sections of the assessment plan, as described in Table 1.

	Fall	Spring	Fall Semester	Spring	Fall Semester	Spring
	Semester A	Semester A	В	Semester B	С	Semester C
	Annual		Annual		Annual	
	Assessment		Assessment		Assessment	
	Report		Report		Report	
	● Student	 Curriculum 	 Educational 	● Faculty	 Facilities, 	 Relations
	●Program		Goals	and Staff	Equipment,	with
Designated	Mission		● Student		and	Industry
Section of			Learning		Services	
Assessment			Outcomes		 Aviation 	
Plan to					Safety and	
Review					Culture	
					and	
					Program	
					0	

1.2.1. Table 1. Timeline for Review of Sections of Assessment Plan

1.3 Industry Involvement – Aviation Advisory Council

The Aviation Advisory Council (AAC) is a group of partners representing education, employers, industry groups, associations, and other stakeholders in the community who provide input for program improvement.

The purpose of the AAC is to provide recommendations regarding the goals and objectives for the program for all integral components of an Aviation Education program. The input provided by the AAC shall be used by the faculty and staff in planning program activities and improvement. The council assists in identifying community resources and program strategies for achieving the goals and objectives. The advisory council also assists with the evaluation of the program. The evaluation process is one of reflection as to if goals and objectives have been achieved, and the analysis process used in determining at what level.

The Annual Assessment Report will be presented at the fall AAC Meeting in order to get our industry partners comments. All comments and requested changes will be brought back to the Faculty for consideration and discussion.

2. Students

2.1. Measurable Goals

The current Student Goals for the UCM Department of Aviation are:

- 1. Reduce the retention loss of the Professional Pilot program and increase graduation.
- 2. Create and implement an exit survey for Professional Pilot graduates.

2.2. Timelines, Metrics, and Responsibilities for Assessing the Goals

See Table below for information regarding assessment methods/metrics, performance targets/benchmarks, timeframe, and responsible parties of the UCM Department of Aviation Student Goals.

Student Goals	Assessment	Performance Targets/	Timeframe/
	Methods/Metrics	Benchmarks	Responsibility
1. Reduce the	1)Chief Flight	1) Average daily	Changes
retention loss of the	Instructor in	flight operations > 80	implemented by Fall
Professional Pilot	coordination with the	for 21-22 Academic	2021.
program and increase	Flight Scheduler will	year. 2) All flight	
graduation.	maintain an average	blocks will be	Evaluated at the end
	number of daily flight	scheduled 3 times per	of the 2022/2023
	operations at 80	week (MWF or TRS).	academic
	(currently around 55).	Reduced by 5% year	year/Department
	2) Chief Flight	over year by the end	Chair.
	Instructor in	of 2021/2022	
	coordination with the	academic year.	
	Flight Scheduler will		
	maintain flight blocks		
	that are either MWF		
	or TRS* (currently		
	either MWF or TR).		
	The SOA will no		
	longer schedule 2 per		
	week flight blocks.		
	*S=Saturday or		
	Sunday.		
2. Create and	Survey created in	70% of graduating	Surveys collected at

Table 2.1.1 Student Goals

implement an exit	collaboration with	students complete the	the end of each
survey for UCM	university assessment	survey.	semester in senior
Department of	director.		level
Aviation graduates.			courses/collected by
			professors.

2.3. Evidence

The evidence collected for Student Goal #1 is retention data gathered from institutional research using the 2014 freshman class as the baseline. The evidence for Student Goal #2 is completed senior exit surveys.

2.3.1. How Evidence is Collected

The retention data needed in reference to Student Goal #1 is gathered from institutional research using the 2014 freshman class as the baseline. See table below for the 2014 cohort retention data.

Department	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
of Aviation	Retention	Retention	Retention	Graduation	Graduation	Graduation
2014	2015	2016	2017	2018	2019	2020
Freshman	Still Here					
Cohort						
	PctN	PctN	PctN	PctN	PctN	PctN
64	72%	61%	59%	25%	38%	46%

Table 2.3.1.1 Retention Data

The exit survey still needs to be completed. The goal is for the survey to be developed by the end of the academic year 2022-2023.

2.3.2. How Evidence is Archived

Electronic copies of all of the documents must be kept by the Assessment Coordinator for at least ten (10) years in preparation for the five (5) year AABI accreditation visit. The documents include the data described above, plus:

- Faculty Meeting Report from Assessment Coordinator
- Faculty Meeting Minutes Minutes should include discussion and results of vote

Assessment data for student goals is collected by the Assessment Coordinator to be entered into the assessment database known as Nuventive (previously TK20) and the shared Google Drive.

2.3.3. How Evidence is Analyzed

The Assessment Coordinator evaluates the UCM Department of Aviation Student Goals and will discuss the results of the various assessment methods, based upon the timeline in Table 1.

2.4. How the Assessment Results are Used to Improve Program Effectiveness

Once the Assessment Coordinator has had a chance to review the results they will identify potential mitigations to current goals (if needed) or suggest new goals for the following academic year. These mitigations, edits, revisions, etc. will be presented to the Department of Aviation faculty at the designated faculty meeting, based upon the timeline in Table 1.

3. Program Mission and Educational Goals

There are several mission statements that influence the UCM Department of Aviation. First is the University of Central Missouri (UCM) Mission Statement:

The University of Central Missouri (UCM) disseminates knowledge that transforms students into leaders who possess the aptitudes, skills and confidence to succeed.

The Department of Aviation has its own mission statement, which follows:

The mission of the Department of Aviation is to provide a competitive advantage to our

partners in the aerospace industry, using highly experienced faculty and staff dedicated to educating, developing, motivating, and nurturing future professionals and industry leaders using exciting programs, state of the art facilities, and industry-relevant research, while embracing best safety practices.

The Department of Aviation also holds several core values, including:

- Personal Integrity
- Excellence
- Service Before Self
- Relationships
- Joy
- Safety Always

Finally, each program also has its own mission statement. They are listed below.

Professional Pilot, BS Mission Statement:

To prepare students for ready placement and advancement in the aviation industry as airline pilots, by providing a solid foundational skill-set to include critical thinking and teamwork, aviation related technical knowledge and the appropriate FAA pilot certification and ratings, an awareness of the current trends and issues within the context of modern flight operations, all infused with an emphasis on safety and risk management with practical applications in the real-world environment.

Aviation Management, BS, Airport Management Option Mission Statement

The mission of the Aviation Management (Option 2 - Airport Management) B.S. program is to prepare students for ready advancement into airport management professions by developing sound and advanced student skills including critical thinking and teamwork, attainment of aviation knowledge and awareness of current aviation management issues in airport management, infused with safety practices and practical applications in real world environments.

Aviation Management, BS: Flight Operations Management Option Mission Statement

The mission of the Aviation Management (Flight Operations Management Option) B.S. program is to prepare students for ready advancement into flight operations management professions by developing sound and advanced student skills including critical thinking and teamwork, attainment of aviation knowledge and awareness of current aviation management issues in flight operations, infused with safety practices and practical applications in real world environments.

3.1. Measurable Goals

The current Educational Goals for the UCM Professional Pilot, BS program are:

- 1. Graduates of the program will obtain Commercial, MEL/SEL Certificate with Instrument Rating and CFI.
- 2. Graduates of the program will be eligible for the Restricted ATP Certificate.
- 3. Graduates of the program will effectively communicate and network with industry professionals.
- 4. Graduates of the program will obtain the skills needed to build and promote a culture of safety in the aviation industry.
- 5. Graduates of the program will be able to solve complex and/or technical problems using emerging technologies relating to aviation.

The current Educational Goals for the UCM Aviation Management, BS, Airport Management Option are:

1. Needs to be added

The current Educational Goals for the UCM Aviation Management, BS: Flight Operations Management Option are:

1. Needs to be added

3.2. Timelines, Metrics, and Responsibilities for Assessing the Goals

See Tables below for information regarding assessment methods/metrics, performance targets/benchmarks, timeframe, and responsible parties of the UCM Department of Aviation Educational Goals.

Educational Goals	Assessment	Performance Targets/	Timeframe/
	Methods/Metrics	Benchmarks	Responsibility
1. Obtain	Data is collected	This is achieved by	Collected every
Commercial,	from UCM's Degree	100% of graduates	semester
MEL/SEL Certificate	Audits		
with Instrument			Department Chair
Rating and CFI.			
2. Eligible for the	Data is collected	This is achieved by	Collected every
Restricted ATP	from UCM's	95% of graduates	semester
Certificate.	Restricted ATP		
	checklist		Department Chair
3. Effectively	Students must contact	70% of students >	Collected every
communicate and	industry professionals	80% on final exam	semester; Information
network with industry	to obtain answers to		uploaded into shared
professionals.	the questions on the		Google Drive by

Table 3.2.1 Professional Pilot, BS Educational Goals

final exam in AVIA		faculty, reviewed by
4420/AVIA 4430		Assessment
		Coordinator
AVIA 4500 -	70% of students >	Collected every
Accident presentation	80% on accident	semester; Information
	presentation	uploaded into shared
		Google Drive by
		faculty, reviewed by
		Assessment
		Coordinator
Final grade for AVIA	70% of students >	Collected every
4370	80% on final grade	semester; Information
		uploaded into shared
		Google Drive by
		faculty, reviewed by
		Assessment
		Coordinator
	final exam in AVIA 4420/AVIA 4430 AVIA 4500 - Accident presentation Final grade for AVIA 4370	final exam in AVIA 4420/AVIA 443070% of students > 80% on accident presentationAVIA 4500 - Accident presentation70% of students > 80% on accident presentationFinal grade for AVIA 437070% of students > 80% on final grade

Table 3.2.2 Aviation Management, BS Airport Management Educational Goals

Educational Goals	Assessment Methods/Metrics	Performance Targets/ Benchmarks	Timeframe/ Responsibility

Table 3.2.3 Aviation Management, BS Airport Management Educational Goals

Educational Goals	Assessment	Performance Targets/	Timeframe/
	Methods/Metrics	Benchmarks	Responsibility

3.3. Evidence

See the following sections for information about the evidence collected for the UCM Department of Aviation's Educational Goals.

3.3.1. How Evidence is Collected

Electronic copies of all of the documents must be kept by the Assessment Coordinator for at least ten (10) years in preparation for the five (5) year AABI accreditation visit. The documents include the data described above, plus:

- Faculty Meeting Report from Assessment Coordinator
- Faculty Meeting Minutes Minutes should include discussion and results of vote

3.3.2. How Evidence is Archived

Assessment data for Program Mission Statements is collected by the Assessment Coordinator to be entered into the assessment database known as Nuventive (previously TK20) and the shared Google Drive.

Assessment data for Program Educational Goals is collected by the Assessment Coordinator to be entered into the assessment database known as Nuventive (previously TK20) and the shared Google Drive.

3.3.3. How Evidence is Analyzed

The Assessment Coordinator evaluates the Program Mission Goals each and will discuss the results of the various assessment methods, based upon the timeline in Table 1. Once the Coordinator has had a chance to review the results they will identify potential mitigations to current goals (if needed) or suggest new goals for the following academic year.

The Assessment Coordinator evaluates the Program Educational Goals each and will discuss the results of the various assessment methods, based upon the timeline in Table 1. Once the Coordinator has had a chance to review the results they will identify potential mitigations to current goals (if needed) or suggest new goals for the following academic year.

3.4. How the Assessment Results are Used to Improve Program Effectiveness

Once the Assessment Coordinator has had a chance to review the results they will identify potential mitigations to current goals (if needed) or suggest new goals for the following academic year. These mitigations, edits, revisions, etc. will be presented to the Department of Aviation faculty at the designated faculty meeting, based upon the timeline in Table 1.

4. Student Learning Outcomes

4.1 Measurable Goals

The UCM Department of Aviation has separate student learning outcomes for undergraduate and graduate students. See the explanations below.

4.1.1. Measurable Goals for Undergraduate Programs

There are two sets of student learning outcomes for undergraduate students that are used by the Department of Aviation. They are the student learning outcomes for undergraduate students established by the accrediting body, Aviation Accreditation Board International (AABI). Student learning outcomes are separated into general and core; they are listed below.

AABI General Student Learning Outcomes for Baccalaureate Programs (AABI Form 201 3.3.1)

- 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;
- 1. apply knowledge of business sustainability to aviation issues.

AABI Core Student Learning Outcomes Baccalaureate Programs (AABI Form 201 3.3.2)

- 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.

The following tables provide information about how AABI general student learning outcomes and AABI core student learning outcomes align with courses within the curriculum.

	AABI General SLO's											
CORE COURSES	A	B	С	D	E	F	G	H	Ι	J	K	L
AVIA 1310 - Private Ground School (4)	X											
AVIA 1903 - Aviation History (2)												
AVIA 2040 - Aviation Management (3)							X				X	
AVIA 3710 - Professional Ethics in Aviation (2)				X				X				
AVIA 4090 - Aviation Law (3)										X		
AVIA 4500 - Aviation Safety (3)		Χ	X									
AVIA 4420 - Air Transportation (3)						X						X
AVIA 4430 - Corporate Aviation Management (3)					X							
MAJOR SPECIALIZATION												
AVIA 2310 - Propulsion Systems (3)												
AVIA 2325 - Instrument Ground School (4)												
AVIA 2340 - Aircraft Systems and Components (3)												
AVIA 2345 - Glass Cockpits - G1000 (2)												
AVIA 2350 - Aviation Weather (3)												
AVIA 3010 - Aerodynamics (3)												
AVIA 3080 - Air Traffic Control (3)												
AVIA 3305 - Commercial Ground School (3)												
AVIA 3360 - Flight Instructor - Airplane (3)												
AVIA 3370 - Transport Aircraft Systems (2)												
AVIA 3372 - Flight Management Systems (2)												
AVIA 4370 - Advanced Flight Crew Management (3)												
AVIA 4610 - Physiological Human Factors (3)												
FLYA 2314 - Instrument Flight B (1)									X			

Table 4.1.1.1 Professional Pilot, BS AABI General SLO Mapping

Table 4.1.1.2 Professional Pilot, BS AABI Core SLO Mapping

CORE COURSES

AVIA 1310 - Private Ground School (4) AVIA 1903 - Aviation History (2)

AABI Core SLO's								
1	2	3	4	5	6			
Х	Х			X	Х			

AVIA 3710 - Professional Ethics in Aviation (2)

AVIA 4090 - Aviation Law (3)

AVIA 4500 - Aviation Safety (3)

AVIA 4420 - Air Transportation (3)

AVIA 4430 - Corporate Aviation Management (3)

MAJOR SPECIALIZATION

AVIA 2310 - Propulsion Systems (3)

AVIA 2325 - Instrument Ground School (4)

AVIA 2340 - Aircraft Systems and Components (3)

- AVIA 2345 Glass Cockpits G1000 (2)
- AVIA 2350 Aviation Weather (3)
- AVIA 3010 Aerodynamics (3)

AVIA 3080 - Air Traffic Control (3)

AVIA 3305 - Commercial Ground School (3)

AVIA 3360 - Flight Instructor - Airplane (3)

AVIA 3370 - Transport Aircraft Systems (2)

- AVIA 3372 Flight Management Systems (2)
- AVIA 4370 Advanced Flight Crew Management (3)
- AVIA 4610 Physiological Human Factors (3)

FLYA 2314 - Instrument Flight B (1)

		X	
	Χ		

Table 4.1.1.3 Airport Management, BS AABI General SLO Mapping

CORE COURSES

AVIA 1310 - Private Ground School (4) AVIA 1903 - Aviation History (2) AVIA 2040 - Aviation Management (3) AVIA 3710 - Professional Ethics in Aviation (2) AVIA 4090 - Aviation Law (3) AVIA 4500 - Aviation Safety (3) AVIA 4420 - Air Transportation (3)

AABI General SLO's											
A	B	С	D	E	F	G	Η	Ι	J	K	L
Х											
						X				X	
			X				Χ				
									X		
	Χ	Χ									
					X						X

AVIA 4430 - Corporate Aviation Management (3)

MAJOR SPECIALIZATION

AVIA 3022 - Aviation Internship (1-3) (3)

AVIA 3045 - Airport Management (3)

AVIA 3046 - Airport Certification (3)

AVIA 4030 - Airport Planning and Design (3)

AVIA 4100 - Airport Leadership - Admin and

Planning (2)

AVIA 4101 - Airport Leadership - Ops and Communications (2)

				X		

Х

Table 4.1.1.4 Airport Management, BS AABI Core SLO Mapping

CORE COURSES

AVIA 1310 - Private Ground School (4)

AVIA 1903 - Aviation History (2)

AVIA 2040 - Aviation Management (3)

AVIA 3710 - Professional Ethics in Aviation (2)

AVIA 4090 - Aviation Law (3)

AVIA 4500 - Aviation Safety (3)

AVIA 4420 - Air Transportation (3)

AVIA 4430 - Corporate Aviation Management (3)

MAJOR SPECIALIZATION

AVIA 3022 - Aviation Internship (1-3) (3)

AABI Core SLO's								
1	2	3	4	5	6			
X	X			X	X			
			X					
		Χ						

AVIA 3045 - Airport Management (3)		
AVIA 3046 - Airport Certification (3)		
AVIA 4030 - Airport Planning and Design (3)		
AVIA 4100 - Airport Leadership - Admin and Planning (2)		
AVIA 4101 - Airport Leadership - Ops and Communications		
(2)		

Table 4.1.1.5 Flight Operations Management, BS AABI General SLO Mapping

- AVIA 1310 Private Ground School (4)
- AVIA 1903 Aviation History (2)
- AVIA 2040 Aviation Management (3)
- AVIA 3710 Professional Ethics in Aviation (2)
- AVIA 4090 Aviation Law (3)
- AVIA 4500 Aviation Safety (3)
- AVIA 4420 Air Transportation (3)

AVIA 4430 - Corporate Aviation Management (3)

MAJOR SPECIALIZATION

AVIA 2325 - Instrument Ground School (4)

- AVIA 2350 Aviation Weather (3)
- AVIA 3010 Aerodynamics (3)
- AVIA 3080 Air Traffic Control (3)

	AABI General SLO's										
Α	B	С	D	E	F	G	Η	Ι	J	K	L
Χ											
						X				X	
			Χ				Χ				
									X		
	X	X									
					X						Χ
				X							



AVIA 4380 - Flight Operations Management (3)AVIA 4610 - Physiological Human Factors (3)FLYA 1320 - Private Flight A (1)FLYA 1321 - Private Flight B (1)FLYA 2313 - Instrument Flight A (1)FLYA 2314 - Instrument Flight B (1)

				Χ		

Table 4.1.1.6 Flight Operations Management, BS AABI Core SLO Mapping

CORE COURSES

- AVIA 1310 Private Ground School (4)
- AVIA 1903 Aviation History (2)
- AVIA 2040 Aviation Management (3)
- AVIA 3710 Professional Ethics in Aviation (2)
- AVIA 4090 Aviation Law (3)
- AVIA 4500 Aviation Safety (3)
- AVIA 4420 Air Transportation (3)
- AVIA 4430 Corporate Aviation Mgmt (3)

MAJOR SPECIALIZATION

- AVIA 2325 Instrument Ground School (4)
- AVIA 2350 Aviation Weather (3)
- AVIA 3010 Aerodynamics (3)
- AVIA 3080 Air Traffic Control (3)
- AVIA 4380 Flight Operations Management
- (3)
- AVIA 4610 Physiological Human Factors (3) FLYA 1320 - Private Flight A (1)
- FLYA 1321 Private Flight B (1)
- FLYA 2313 Instrument Flight A (1)

AABI Core SLO's						
1	2	3	4	5	6	
X	X			X	X	
			X			
		X				





4.1.2. Measurable Goals for Graduate Program

There are two sets of student learning outcomes for graduate students that are used by the Department of Aviation. The first are the UCM Department of Aviation Student Learning Outcomes. They are:

- 1. Apply the knowledge and skills appropriate to aviation safety and aviation management.
- 2. Understand and use specialized knowledge in aviation safety, and aviation safety program management.
- 3. Gain an understanding of research methods and how they may be applied to the aviation industry.

The next set of student learning outcomes for graduate students are established by the accrediting body, Aviation Accreditation Board International (AABI). General student learning outcomes are listed below.

AABI General Student Learning Outcomes for Graduate Programs (AABI Form 201 4.3.1)

- a. apply mathematics, science, and applied sciences to aviation-related disciplines at the master's or doctoral level, including an adequate foundation in statistics;
- b. analyze and interpret data at the master's or doctoral level;
- 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;
- 1. apply knowledge of business sustainability to aviation issues;
- m. apply advanced qualitative and quantitative problem-solving skills.

The following table provides information about how UCM Department of Aviation Graduate Student Learning Outcomes and AABI general student learning outcomes align with courses within the curriculum.

4.2. Timelines, Metrics, and Responsibilities for Assessing Goals

The UCM Department of Aviation has separate assessment plans for undergraduate programs and the graduate program. See the information below.

4.2.1. Timelines, Metrics, and Responsibilities for Assessing the Undergraduate Goals

See Tables below for information regarding assessment methods/metrics, performance targets/benchmarks, timeframe, and responsible parties of the UCM Department of Aviation, AABI General, and AABI Core Student Learning Outcomes at the undergraduate level.

4.2.2. Timelines, Metrics, and Responsibilities for Assessing the Graduate Goals

See Table below for information regarding assessment methods/metrics, performance targets/benchmarks, timeframe, and responsible parties of the UCM Department of Aviation and AABI General Student Learning Outcomes at the graduate level.

Table 4.2.1 Professional Pilot, BS General and Core SLO Assessments

Student Learning	Course	Assessment Methods/	Performance	Timeframe/
Outcomes		Metrics; Evidence	Targets/Benchmark	Responsibility

Table 4.2.2 Airport Management, BS General and Core SLO Assessments

Student Learning Outcomes	Course	Assessment Methods/ Metrics: Evidence	Performance Targets/Benchmark	Timeframe/ Responsibility
				responsionity

Table 4.2.3 Flight Operations Management, BS General and Core SLO Assessments

Student Learning	Course	Assessment Methods/	Performance	Timeframe/
Outcomes		Metrics; Evidence	Targets/Benchmark	Responsibility

Table 4.2.4 Aviation Safety, MS SLO Assessments

Student Learning	Course	Assessment Methods/	Performance	Timeframe/
Outcomes		Metrics; Evidence	Targets/Benchmark	Responsibility

4.3. Evidence

There are four types of evidence collected in the assessment plan for student learning outcomes.

- Course Review Forms At the end of each semester all individuals who had a teaching assignment are required to submit a completed Course Review Form to the Assessment Committee (See Appendix A - Course Review Form). The Course Review Form includes course information (description, units, semester, year, objectives, outcomes, and additional information), and course assessment data. End of Course Student Evaluations must be attached when submitted. Faculty members are required to respond to the prompts and submit a completed form and attachments within two weeks of receiving course evaluations from the previous semester. If a course is co-taught, all participating faculty members are expected to contribute to that course's form. Completed forms are uploaded by faculty members into the shared Google drive.
- End of Course Student Evaluations Gathered by the University near the end of each semester and analyzed by the instructors. These evaluations are uploaded, along with the Course Review Forms, to the shared Google Drive at the end of each semester, and as evidence for faculty when going up for Promotion and Tenure (See Appendix B - End of Course Student Evaluation Questions).
- 3. Common Assessments At the end of each semester all individuals who had a teaching assignment are required to submit 6 electronic copies of common assessments to the shared Google Drive to be saved in preparation for the Assessment Coordinator's annual review of the current Student Learning Outcomes. The 6 copies must represent the range of grades achieved by students for each one (2 low grades, 2 mid-range grades, and 2 high grades).
- 4. Senior Exit Surveys Collected from seniors that are planning on graduating at the end of each semester (See Appendix C Senior Exit Survey). A couple of weeks before the end of each semester a list of graduating seniors is obtained by the Department of Aviation. Each

student's course schedule is reviewed and an instructor of one of their aviation courses is asked to have the student complete the survey at the end of a class.

4.3.1. How Evidence is Collected

The evidence described above is collected from every course, every semester. Faculty members are responsible for uploading the required documents into a shared Google drive by the end of the semester. The Assessment Coordinator will monitor the shared drive to ensure that all evidence is collected for each semester.

Electronic copies of all of the documents must be kept in the shared Google drive by the Assessment Coordinator for at least ten (10) years in preparation for the five (5) year AABI accreditation visit.

- Faculty Meeting Report from Assessment Coordinator
- Faculty Meeting Minutes Minutes should include discussion and results of vote

4.3.2. How Evidence is Archived

Assessment data for UCM Department of Aviation Student Learning Outcomes is collected by the Assessment Coordinator to be entered into the assessment database known as Nuventive (previously TK20) and the shared Google Drive.

Assessment data for AABI General Student Learning Outcomes is collected by the Assessment Coordinator to be entered into the assessment database known as Nuventive (previously TK20) and the shared Google Drive.

Assessment data for AABI Core Student Learning Outcomes is collected by the Assessment Coordinator to be entered into the assessment database known as Nuventive (previously TK20) and the shared Google Drive.

4.3.3. How Evidence is Analyzed

The Assessment Coordinator evaluates the Student Learning Outcomes and will discuss the results of the various assessment methods, based upon the timeline in Table 1. Once the Coordinator has had a chance to review the results they will identify potential mitigations to current goals (if needed) or suggest new goals for the following academic year.

4.4. How the Assessment Results are Used to Improve Program Effectiveness

A presentation of the findings will be made to the faculty every fall semester. For each student learning outcome, depending upon what the coordinator finds, they will continue the current common assessments, determine new mitigations (changes in assessment), or identify other areas where changes need to be made.

5. Curriculum

5.1. Measurable Goals

- The four-year degree plan for the Professional Pilot, BS program is available in Appendix D.
- The four-year degree plan for the Aviation Management, BS: Airport Management option is available in Appendix E.
- The four-year degree plan for the Aviation Management, BS: Flight Operations Management option is available in Appendix F.
- The two-year degree plan for the Aviation Safety, MS program is available in Appendix G.

The current curriculum goals for the UCM Department of Aviation are:

- Improve the existing culminating project/experience for our seniors within AVIA 4370 Advanced Flight Crew Management.
- Determine, develop, and implement career preparation opportunities within AVIA 2040 Aviation Management.
- Revise program curriculum from multi-engine and CFI to multi engine or CFI.
- Maybe add a graduate goal at some point?

5.2. Timelines, Metrics, and Responsibilities for Assessing the Goals

See Table below for information regarding assessment methods/metrics, performance targets/benchmarks, timeframe, and responsible parties of the UCM Department of Aviation Curriculum Goals.

Curriculum Goals Assessment		Performance Targets/	Timeframe/
	Methods/Metrics	Benchmarks	Responsibility
1. Improve the	Students will be	70% of students	Run the first
existing culminating	required to simulate a	complete this simulation	course with this
project/experience for	flight and the CRM	at 80% or better.	simulation during

Table 5.2.1 Curriculum Goals

our seniors within	principles within a		Fall 2021
AVIA 4370	final simulation.		semester. Evaluate
Advanced Flight			project/experience
Crew Management			at the end of
			spring 2023
			semester.
			Faculty
2. Revise program	Curriculum program	Completed	Curriculum change
curriculum from	revision is completed		ready for Fall 2021
multi-engine and CFI	and ready for the		semester.
to multi engine, CFI	2021 fall semester.		
optional.			Curriculum Chair

5.3. Evidence

See the following sections for information about the evidence collected for the UCM Department of Aviation's Curriculum Goals.

5.3.1. How Evidence is Collected

Electronic copies of all of the documents must be kept by the Assessment Coordinator for at least ten (10) years in preparation for the five (5) year AABI accreditation visit. The documents include the data described above, plus:

- Faculty Meeting Report from Assessment Coordinator
- Faculty Meeting Minutes Minutes should include discussion and results of vote

5.3.2. How Evidence is Archived

Assessment data for student goals is collected by the Assessment Coordinator to be entered into the assessment database known as Nuventive (previously TK20) and the shared Google Drive.

5.3.3. How Evidence is Analyzed

The Assessment Coordinator evaluates the UCM Department of Aviation Curriculum Goals and will discuss the results of the various assessment methods, based upon the timeline in Table 1.

5.4. How the Assessment Results are Used to Improve Program Effectiveness

Curriculum changes/goals start with comments from students, faculty, AAC members and the Program coordinator. Curricular changes are recommended by the Department curriculum committee to the College Curriculum committee for consideration. Finally, the University Curriculum committee will review and either accept or reject recommendations for inclusion in the University catalog.

Once the Assessment Coordinator has had a chance to review the results they will identify potential mitigations to current goals (if needed) or suggest new goals for the following academic year. These mitigations, edits, revisions, etc. will be presented to the Department of Aviation

faculty at the designated faculty meeting, based upon the timeline in Table 1.

6. Faculty and Staff

The UCM Department of Aviation faculty are evaluated through three separate sources:

- Course Reviews completed by students Each faculty member at UCM shall be evaluated by students every semester for each course taught using a set of standard questions approved (see Appendix B - End of Course Student Evaluations) by the Faculty Senate that is administered via an online survey.
- 2. Peer Evaluations completed by other faculty UCM values excellence in teaching. Such excellence can be enhanced through constructive and candid peer evaluation of teaching. In addition, periodic peer teaching evaluations can serve as helpful and productive supplements to student evaluations and for faculty promotion and tenure. The Department of Aviation encourages a minimum of 1-2 peer evaluations per year. The Department of Aviation uses a standard peer evaluation form (see Appendix H Peer Evaluation Form) to help guide peer evaluators.
- 3. Faculty Evaluations completed by the Department Chair Faculty members are evaluated annually by the Department Chair, relying on multiple means to evaluate teaching, scholarship, and service using the Faculty Evaluation Form (see Appendix I Faculty Evaluation Form). The evaluation includes an assessment as to whether the faculty member has met expectations in each of the three categories (teaching, scholarship, and service) and result in a professional development plan for the upcoming year. Faculty members review their evaluations with the Department Chair to enhance their professional strengths and effectiveness and to plan to achieve goals, such as promotion and tenure.

The Department Chair evaluates first- and second-year faculty in the preparation of making recommendations on reappointment. After reviewing with faculty, the Department Chair forwards the evaluations to the HCBPS Dean, and these evaluations, along with written recommendations for areas of improvement, are kept in the faculty member's Department. A written rebuttal from the faculty member may also be kept in the file. These rebuttals may be used for reference when an application for tenure or promotion is considered.

New staff of the UCM Department of Aviation staff are evaluated through the use of performance appraisals conducted for nonexempt employees during the six-month probationary period, after the conclusion of the third month, and prior to the conclusion of the sixth month. Once the six-month probationary period is complete, staff are evaluated through the use of written performance appraisals and performance appraisal discussions must be completed once every 12 months by May 1.

6.1. Measurable Goals

The current Faculty and Staff goals for the UCM Department of Aviation are:

- 1. Hire an additional full-time tenure-track (or instructional) faculty.
- 2. Creation of onboarding process for new Aviation faculty.
- 3. Creation of mentor program for new Aviation faculty.

6.2. Timelines, Metrics, and Responsibilities for Assessing the Goals

See Table below for information regarding assessment methods/metrics, performance targets/benchmarks, timeframe, and responsible parties of the UCM Department of Aviation Faculty and Staff goals.

Faculty & Staff Goals	Performance Targets/	Timeframe/
	Benchmarks	Responsibility
1. Hire an additional full-time	Department of Aviation	New faculty member start
tenure-track (or instructional)	employs five full-time faculty	date at beginning of 2021 Fall
faculty	members	semester.
		Search Committee
2. Creation of onboarding	Process completed	Process completed by
process for new Aviation		beginning of Fall semester.
faculty		
		Department Chair

Table 6.2.1 Faculty and Staff Goals

6.3. Evidence

See the following sections for information about the evidence collected for the UCM Department of Aviation's Faculty and Staff Goals.

6.3.1. How Evidence is Collected

Electronic copies of all of the documents must be kept by the Assessment Coordinator for at least ten (10) years in preparation for the five (5) year AABI accreditation visit. The documents include the data described above, plus:

- Faculty Meeting Report from Assessment Coordinator
- Faculty Meeting Minutes Minutes should include discussion and results of vote

6.3.2. How Evidence is Archived

Assessment data for student goals is collected by the Assessment Coordinator to be entered into the assessment database known as Nuventive (previously TK20) and the shared Google Drive.

6.3.3. How Evidence is Analyzed

The Assessment Coordinator evaluates the UCM Department of Aviation Faculty and Staff Goals and will discuss the results of the various assessment methods, based upon the timeline in Table 1.

6.4. How the Assessment Results are Used to Improve Program Effectiveness

Once the Assessment Coordinator has had a chance to review the results they will identify potential mitigations to current goals (if needed) or suggest new goals for the following academic year. These mitigations, edits, revisions, etc. will be presented to the Department of Aviation faculty at the designated faculty meeting, based upon the timeline in Table 1.

7. Facilities, Equipment, and Services

7.1. Measurable Goals

The current Facilities, Equipment, and Services Goals for the UCM Department of Aviation are:

- 1. Completely repair B-737 Flight Training Device (add ongoing maintenance contract).
- 2. Construct a new Aeronautical Education Center at Max B. Swisher Skyhaven Airport in part to comply with CFI privacy requirements within 3.6.2 from AABI Form 201.

7.2. Timelines, Metrics, and Responsibilities for Assessing the Goals

See Table below for information regarding assessment methods/metrics, performance targets/benchmarks, timeframe, and responsible parties of the UCM Department of Aviation Facilities, Equipment, and Services Goals.

Facilities, Equipment,	Assessment	Performance Targets/	Timeframe/
and Services Goals	Methods/Metrics	Benchmarks	Responsibility
1. Completely repair	B-737 assessment of	All systems and	Maintenance
B-737 Flight Training	operational capabilities to	capabilities of B-737	contract by
Device (add ongoing	be completed before the	FTD work as intended.	December,
maintenance	Fall 2021 semester.		2020.
contract).			Completely
			repaired by Fall
			2021.
			Department
			Technology
			Committee
			Chair
2. Construct a new	Building scope of work,	Construction project	Begin
Aeronautical	schedule, and budget will	will remain on	construction
Education Center at	be used to assess the	schedule, under	during 2021
Max B. Swisher	progress of the	budget and will be	summer.
Skyhaven Airport in	construction project.	completed as planned.	Complete
part to comply with			construction by
CFI privacy			the first day of
requirements within			Fall semester
3.6.2 from AABI			2022.
Form 201.			
			Department
			Chair

Table 7.2.1 Facilities, Equipment, and Services Goals

7.3. Evidence

See the following sections for information about the evidence collected for the UCM Department of Aviation's Facilities, Equipment, and Services Goals.

7.3.1. How Evidence is Collected

Electronic copies of all of the documents must be kept by the Assessment Coordinator for at least ten (10) years in preparation for the five (5) year AABI accreditation visit. The documents include the data described above, plus:

- Faculty Meeting Report from Assessment Coordinator
- Faculty Meeting Minutes Minutes should include discussion and results of vote

7.3.2. How Evidence is Archived

Assessment data for student goals is collected by the Assessment Coordinator to be entered into the assessment database known as Nuventive (previously TK20) and the shared Google Drive.

7.3.3. How Evidence is Analyzed

The Assessment Coordinator evaluates the UCM Department of Aviation Facilities, Equipment, and Services Goals and will discuss the results of the various assessment methods, based upon the timeline in Table 1.

7.4. How the Assessment Results are Used to Improve Program Effectiveness

Once the Assessment Coordinator has had a chance to review the results they will identify potential mitigations to current goals (if needed) or suggest new goals for the following academic year. These mitigations, edits, revisions, etc. will be presented to the Department of Aviation faculty at the designated faculty meeting, based upon the timeline in Table 1.

8. Aviation Safety Culture and Program

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.

The Safety Officer is responsible for monitoring all aspects of the flight operation and effecting changes when necessary in a timely manner. Safety assessment is a continuous process and way of life at UCM Aviation. Safety Always is one of our core values and daily, students, faculty and staff are encouraged to document any safety concern using our online safety reporting system.

Students, faculty and staff are encouraged to document any safety concern using our online safety reporting system. Weekly, senior leadership teammates meet and review any safety reports, concerns and acts accordingly. Monthly, the Safety Committee (including University Safety) meet to review safety issues in accordance with our Safety Management System program. The Safety Management Manual is used to guide timelines of assessments and the safety program. Annually, the University Insurance company performs an audit of our safety program and culture.

8.1. Measurable Goals

The current Aviation Safety Culture and Program Goals for the UCM Department of Aviation are:

- 1. Conduct external audit of UCM Department of Aviation SMS.
- 2. Distribute and assess risk assessment surveys to students annually to directly solicit observations and input.

8.2. Timelines, Metrics, and Responsibilities for Assessing the Goals

See Table below for information regarding assessment methods/metrics, performance targets/benchmarks, timeframe, and responsible parties of the UCM Department of Aviation Safety Culture and Program Goals.

Aviation Safety Culture and	Performance Targets/	Timeframe/	
Program Goals	Benchmarks	Responsibility	
1. Conduct external audit of	Completed on time	Completed by Spring 2022	
UCM Department of Aviation			
SMS.		Safety Officer	
2. Distribute and assess risk	75% of flight students	Completed by Spring 2021	
assessment surveys to	respond to survey		
students annually to directly		Safety Officer	
solicit observations and input.	Identify new hazards/risks		
	and determine mitigations		

Table 8.2.1 Aviation Safety Culture and Program

8.3. Evidence

See the following sections for information about the evidence collected for the UCM Department of Aviation's Aviation Safety Culture and Program Goals.

8.3.1. How Evidence is Collected

Electronic copies of all of the documents must be kept by the Assessment Coordinator for at least ten (10) years in preparation for the five (5) year AABI accreditation visit. The documents include the data described above, plus:

- Faculty Meeting Report from Assessment Coordinator
- Faculty Meeting Minutes Minutes should include discussion and results of vote

8.3.2. How Evidence is Archived

Assessment data for student goals is collected by the Assessment Coordinator to be entered into the assessment database known as Nuventive (previously TK20) and the shared Google Drive.

8.3.3. How Evidence is Analyzed

The Assessment Coordinator evaluates the UCM Department of Aviation Safety Culture and Program Goals and will discuss the results of the various assessment methods, based upon the timeline in Table 1.

8.4. How the Assessment Results are Used to Improve Program Effectiveness

Once the Assessment Coordinator has had a chance to review the results they will identify potential mitigations to current goals (if needed) or suggest new goals for the following academic year. These mitigations, edits, revisions, etc. will be presented to the Department of Aviation faculty at the designated faculty meeting, based upon the timeline in Table 1.

9. Relations with Industry

9.1. Measurable Goals

The current Relations with Industry Goals for the UCM Department of Aviation are:

- 1. Conduct an AAC meeting each semester.
- 2. Review and update members of AAC.
- 3. Have AAC review and provide feedback on the Assessment Plan.

9.2. Timelines, Metrics, and Responsibilities for Assessing the Goals

See Table below for information regarding assessment methods/metrics, performance targets/benchmarks, timeframe, and responsible parties of the UCM Department of Aviation Relations with Industry Goals.

Relations with	Assessment	Performance Targets/	Timeframe/
Industry Goals	Methods/Metrics	Benchmarks	Responsibility
1. Conduct an AAC	Video/telephone	75% of AAC members	End of each
meeting each	AAC meetings will	participate in both	semester
semester.	be held during the	meetings	
	Fall semester and an		Department Chair
	in-person meeting		
	will be held during		
	the spring semester.		
2. Review and update	During the fall	New member list is	Fall semester AAC
members of AAC.	semester members	made by the end of the	meeting
	will be asked about	Fall semester	
	how to best organize		Department Chair
	the AAC and who		
	should be its		
	members		

Table 9.2.1 Relations with Industry Goals

9.3. Evidence

See the following sections for information about the evidence collected for the UCM Department of Aviation's Relations with Industry Goals.

9.3.1. How Evidence is Collected

Electronic copies of all of the documents must be kept by the Assessment Coordinator for at least ten (10) years in preparation for the five (5) year AABI accreditation visit. The documents include the data described above, plus:

- Faculty Meeting Report from Assessment Coordinator
- Faculty Meeting Minutes Minutes should include discussion and results of vote

9.3.2. How Evidence is Archived

Assessment data for student goals is collected by the Assessment Coordinator to be entered into the assessment database known as Nuventive (previously TK20) and the shared Google Drive.

9.3.3. How Evidence is Analyzed

The Assessment Coordinator evaluates the UCM Department of Aviation Relations with Industry Goals and will discuss the results of the various assessment methods, based upon the timeline in Table 1.

9.4. How the Assessment Results are Used to Improve Program Effectiveness

Once the Assessment Coordinator has had a chance to review the results they will identify potential mitigations to current goals (if needed) or suggest new goals for the following academic year. These mitigations, edits, revisions, etc. will be presented to the Department of Aviation faculty at the designated faculty meeting, based upon the timeline in Table 1.

Appendix A: Course Review Form

Department of Aviation - Course Review Form

I. Course Information	
Course Number	Course Title

CRN	Course Type	
Credit Hours	Year Term	
Instructor	Co-Instructor	

II. Grade Distribution



III. Course Objective/Assignment Alignment

UCM Course Objectives (Provide enough to identify objective)	Assignments/Assessment Related to Course Objective
AABI Objectives (Provide enough to identify objective)	Assignments/Assessment Related to Course Objective

IV. What worked well in this course?

IIV. What did not work well in this course?

IIV. What would you change for the next time you teach this course?

IIIV. Any requests to help with instruction in this course (i.e. technology, facilities, equipment, etc.)?

IX. Attachments - Be sure to upload the following attachments into the appropriate Google Drive.

- This Course Review Form
- Syllabus
- Student Evaluations
- Six examples of each assignment/assessment (please rename attachments to reflect which assignments/assessments are high, medium, and low)
 - Two examples of high grades
 - Two examples of medium grades
 - Two examples of low grades

Appendix B: End of Course Student Evaluation

- 1. State of Missouri Required Questions (evaluated on Likert scale, strongly agree to strongly disagree)
 - a. The expectations of the class were clearly communicated in the course syllabus.
 - b. The instructor met class regularly and on time.
 - c. The instructor was accessible outside of class.
 - d. The instructor provided timely feedback on my academic performance.
 - e. The instructor seemed genuinely interested in teaching the class.
- 2. Harmon College of business and Professional Studies Questions (evaluated on Likert scale, strongly agree to strongly disagree)
 - a. The instructor was well-prepared for class.
 - b. The course syllabus made the purpose, objectives, and grading procedures clear.
 - c. The instructor presented the course material clearly.
 - d. The instructor demonstrated a clear understanding of the course content.
 - e. The instructor related course materials to real life and/or relevant experiences.
 - f. The tests, projects, and/or assignments reflected the course subject matter and objectives.
 - g. The instructor demonstrated interest, respect, and support for student learning.
 - h. The instructor challenged me to think in this course.
 - i. Interaction with the instructor contributed to my understanding of course content.
 - j. The instructor provided feedback conducive to learning.
 - k. The instructor evaluated my performance objectively (fairly).

- 1. Overall, the instructor has been effective in this course.
- 3. Open ended questions (short answer)
 - a. What strengths do you find in the course and/or instructor, and what do you suggest for reinforcing those strengths?
 - b. What weaknesses do you find in the course and/or instructor, and what do you suggest for eliminating these weaknesses?

Appendix C: Senior Exit Survey

Currently under development

Appendix D: Professional Pilot, Four-Year Plan

- 1. Freshman Year, Fall Semester (15 credit hours)
 - a. AVIA 1310 Private Ground School (4)
 - b. AVIA 1903 Aviation History (2)
 - c. ENGL 1020 Composition I GE (3)
 - d. FIN 1820 Personal Finance GE (3)
 - e. MATH 1131 Applied Calculus GE (3)
- 2. Freshman Year, Spring Semester (15 credit hours)
 - a. ECON 1010 Principles of Macroeconomics GE (3)
 - b. AVIA 2310 Propulsion Systems (3)
 - c. FLYA 1320 Private Flight A (1)
 - d. FLYA 1321 Private Flight B (1)
 - e. PHYS 1104 Introduction to the Sciences: Physics GE (4: 4 lecture, 0 lab)
 - f. One of the following:
 - i. ENGL 1030 Composition II GE (3)
 - ii. CTE 3060 Technical Writing GE (3)
- 3. Sophomore Year, Fall Semester (15 credit hours)
 - a. AVIA 2340 Aircraft Systems and Components (3)
 - b. AVIA 2345 Glass Cockpits G1000 (2)
 - c. AVIA 3710 Professional Ethics in Aviation (2)
 - d. AVIA 3305 Commercial Ground School (3)
 - e. FLYA 3310 Commercial Flight A (1)
 - f. FLYA 3311 Commercial Flight B (1)
 - g. General Education Literature (3)
- 4. Sophomore Year, Spring Semester (14 credit hours)
 - a. AVIA 2350 Aviation Weather (3) (spring only)
 - b. FLYA 3312 Commercial Flight C (1)
 - c. AVIA 2325 Instrument Ground School (4)
 - d. FLYA 2313 Instrument Flight A (1)

- e. FLYA 2314 Instrument Flight B (1)
- f. General Education (5)
- 5. Junior Year, Fall Semester (13 credit hours)
 - a. AVIA 3010 Aerodynamics (3)
 - b. AVIA 3370 Transport Aircraft Systems (2)
 - c. AVIA 3372 Flight Management Systems (2)
 - d. FLYA 3312 Commercial Flight C (1)
 - e. General Education (3)
 - f. One of the following:
 - i. FLYA 3315 Commercial Flight D (1)
 - ii. FLYA 3415 Commercial Flight D Multiengine (1)
 - g. FLYA 3316 Commercial Flight E (1)
 - h. FLYA 3416 Commercial Flight E Multiengine (1)
- 6. Junior Year, Spring Semester (17 credit hours)
 - a. AVIA 4610 Physiological Human Factors (3)
 - b. AVIA 3080 Air Traffic Control (3)
 - c. AVIA 3360 Flight Instructor Airplane (3)
 - d. FLYA 3360 Flight Instructor Lab Airplane (1)
 - e. General Education (6)
 - f. One of the following:
 - i. FLYA 3317 Commercial Flight F (1)
 - ii. FLYA 3417 Commercial Flight F Multiengine (1)
- 7. Senior Year, Fall Semester (13 credit hours)
 - i. AVIA 2040 Aviation Management (3)
 - b. AVIA 4370 Advanced Flight Crew Management (3)
 - c. General Education (3)
 - d. One of the following:
 - i. AVIA 4420 Air Transportation (3)
 - ii. AVIA 4430 Corporate Aviation Management (3)
 - e. One of the following:
 - i. FLYA 3330 Multi-Engine Certificate (1)
 - ii. FLYA 3430 Single Engine Add-On (1)
- 8. Senior Year, Spring Semester (9 credit hours)
 - a. AVIA 4090 Aviation Law (3)
 - b. AVIA 4500 Aviation Safety (3)
 - c. AVIA Electives (3)

Appendix E: Aviation Management, BS: Airport Management Option Four-Year Plan

- 1. Freshman Year, Fall Semester (15 credit hours)
 - a. AVIA 1903 Aviation History (2)
 - b. ENGL 1020 Composition I GE (3)
 - c. FIN 1820 Personal Finance GE (3)
 - d. MATH 1131 Applied Calculus GE (3)
 - e. PHYS 1104 Introduction to the Sciences: Physics GE (4: 4 lecture, 0 lab)
- 2. Freshman Year, Spring Semester (16 credit hours)
 - a. AVIA 1310 Private Ground School (4)
 - b. CADD 1110 Fundamentals of Drafting (3: 3 lecture, 0 lab)
 - c. CADD 1170 AutoCAD Applications (3: 3 lecture, 0 lab)
 - d. General Education (3)
 - e. One of the following:
 - i. ENGL 1030 Composition II GE (3)
 - ii. CTE 3060 Technical Writing GE (3)
- 3. Sophomore Year, Fall Semester (14-15 credit hours)
 - a. ACCT 1101 Foundations of Financial Reporting (3)
 - b. BLAW 2720 Legal Environment of Business (3)
 - c. ECON 1010 Principles of Macroeconomics GE (3)
 - d. General Education Literature (3)
 - e. General Education Managing Information (2-3)
- 4. Sophomore Year, Spring Semester (15 credit hours)
 - a. AVIA 2040 Aviation Management (3)
 - b. FIN 2801 Business Statistics I (3)
 - c. PR 2620 Principles of Public Relations (3)
 - d. General Education (6)
- 5. Junior Year, Fall Semester (15 credit hours)
 - a. AVIA 3045 Airport Management (3)
 - b. ATM 4410 Intermodal Transportation (3)
 - c. MKT 3405 Principles of Marketing (3)
 - d. Free Choice Elective (3)
 - e. One of the following:
 - i. MGT 3315 Management of Organizations (3)
 - ii. INDM 4210 Industrial Management (3)

- 6. Junior Year, Spring Semester (14 credit hours)
 - a. AVIA 3710 Professional Ethics in Aviation (2)
 - b. AVIA 3046 Airport Certification (3)
 - c. FIN 3850 Principles of Finance (3)
 - d. HRM 3920 Human Resource Management (3)
 - e. General Education (3)
- 7. Summer Between Junior/Senior Year (3 credit hours)
 - a. AVIA 3022 Aviation Internship (3)
- 8. Senior Year, Fall Semester (14 credit hours)
 - a. AVIA 4090 Aviation Law (3)
 - b. AVIA 4100 Airport Leadership Administration and Planning (2)
 - c. INDM 4250 Project Management (3)
 - d. AVIA 4030 Airport Planning and Design (3)
 - e. General Education (3)
- 9. Senior Year, Spring Semester (17 credit hours)
 - a. AVIA 4101 Airport Leadership Operations and Communications (2)
 - b. AVIA 4500 Aviation Safety (3)
 - c. AVIA 4420 Air Transportation (3)
 - d. AVIA 4430 Corporate Aviation Management (3)
 - e. General Education (3)
- 10. Free Choice Elective (3)

Appendix F: Aviation Management, BS: Flight Operations Option Four-Year Plan

- 1. Freshman Year, Fall Semester (14-15 credit hours)
 - a. AVIA 1310 Private Ground School (4)
 - b. AVIA 1903 Aviation History (2)
 - c. ENGL 1020 Composition I GE (3)
 - d. FIN 1820 Personal Finance GE (3)
 - e. General Education Managing Information (GE) (2-3)
- 2. Freshman Year, Spring Semester (14 credit hours)
 - a. ECON 1010 Principles of Macroeconomics GE (3)
 - b. FLYA 1320 Private Flight A (1)
 - c. FLYA 1321 Private Flight B (1)
 - d. MATH 1131 Applied Calculus GE (3)
 - e. General Education (3)
 - f. One of the following:
 - i. ENGL 1030 Composition II GE (3)
 - ii. CTE 3060 Technical Writing GE (3)
- 3. Sophomore Year, Fall Semester (15 credit hours)
 - a. ACCT 1101 Foundations of Financial Reporting (3)
 - b. BLAW 2720 Legal Environment of Business (3)
 - c. General Education Literature (3)
 - d. General Education (6)
- 4. Sophomore Year, Spring Semester (17 credit hours)
 - a. AVIA 2325 Instrument Ground School (4)
 - b. AVIA 2350 Aviation Weather (3)
 - c. FIN 2801 Business Statistics I (3)
 - d. PHYS 1104 Introduction to the Sciences: Physics GE (4: 4 lecture, 0 lab)
 - e. PR 2620 Principles of Public Relations (3)
- 5. Junior Year, Fall Semester (16 credit hours)
 - a. FLYA 2313 Instrument Flight A (1)
 - b. AVIA 3010 Aerodynamics (3)
 - c. INDM 4250 Project Management (3)
 - d. MKT 3405 Principles of Marketing (3)
 - e. General Education (3)
 - f. One of the following:
 - i. MGT 3315 Management of Organizations (3)
 - ii. INDM 4210 Industrial Management (3)
- 6. Junior Year, Spring Semester (15 credit hours)
 - a. FLYA 2314 Instrument Flight B (1)
 - b. AVIA 3710 Professional Ethics in Aviation (2)
 - c. AVIA 3080 Air Traffic Control (3)
 - d. HRM 3920 Human Resource Management (3)
 - e. MGT 3325 Business Communication (3)

- f. General Education (3)
- 7. Senior Year, Fall Semester (15 credit hours)
 - a. AVIA 2040 Aviation Management (3)
 - b. AVIA 4090 Aviation Law (3)
 - c. AVIA 4420 Air Transportation (3)
 - d. AVIA 4430 Corporate Aviation Management (3)
 - e. AVIA 4500 Aviation Safety (3)
- 8. Senior Year, Spring Semester (14 credit hours)
 - a. AVIA 4380 Flight Operations Management (3)
 - b. FIN 3850 Principles of Finance (3)
 - c. AVIA 4610 Physiological Human Factors (3)
 - d. Free Choice Electives (5)

Appendix G: Aviation Safety, MS Two-Year Plan

- 1. Year One, Fall Semester
- 2. Year One, Spring Semester
- 3. Year Two, Fall Semester
- 4. Year Two, Spring Semester

Appendix H: Peer Evaluation Form

Peer Teaching Evaluation

Domains of Evaluation:

- 1. Organization: Consider the organization of the course as well as the activities of the class session
- Instructional Strategies: Various realms of instruction include direct, indirect, experiential, interactive, and independent study
- 3. Choice of Content: The relevance of the material presented including the information presented in text and supplemental readings in preparation for discussion and/or lecture
- Mastery of Content: The instructor's familiarity with course content including the ability to address student inquiries.
- Presentation Skills: Preparation, delivery, energy level, visual aids, uses of humor, body language, and eye contact.
- Instructional Materials and/or media: Uses any of the following: powerpoints, podcasts, internet, as well as handouts, overheads, and video and audio tapes, black or white board.
- Interaction with Students: Consider appropriate boundaries as well as the ability to promote communication and collaboration between and with students.

Teaching Observation & Syllabus Review				
Instructor:				
Course:		Semester/Year:		
	No: Students	No.	1	
Date:	Enrolled:	Present:		
		Length		
Observer:		of Visit:		

Use the following rating: 3- Exceeds Expectation, 2-Meets Expectation, 1-Needs Improvement

Domain	Rating	Observations/Comments
Instructor appeared well prepared for class, was organized and used class time productively. Had a good "game plan" for class session.		
Instructor made significant contributions to class discussion, and used active learning strategies, instructional material and/or media		
Students were engaged in learning and appeared interested		
Good rapport was noted between students and instructor. Students were comfortable asking questions.		
Instructor demonstrated good mastery of subject and was able to answer the questions		

Peer Observation Form

Revised 10/10/2020

Instructor broadened class discussion of reading assignment by bringing in practical applications, using examples to illustrate material, etc.		
Areas/Suggestions for		
Improvement (if		
applicable)		
Overall Strengths		
A different Comments		
Additional Comments		

Signatures:

Instructor/Date

Observer-Reviewer/Date

Appendix I: Faculty Evaluation Form

University of Central Missouri

FACULTY EVAL Check here if this is a first	UATION FORM year faculty evaluation		
Name of Individual being evaluated	Evaluation Period		
Department	College		
Evaluated by	_		
Qualities are rated as follows: 1 - Fails to meet expectations 2 - Meets expectations 3 - Exceeds expectations			
The listings below each of the dimensions are meant to be suggestive only. It is understood many other items can and should be considered in developing individual ratings. Additional comments may be made on a separate sheet and attached to this form. For first and second year faculty evaluations raters are required to make comments regarding the first three dimensions (Teaching, Scholarship, Service) and for any dimensions receiving ratings of 1 or 3.			

Dimensions		alua 2	tion 3	Comments
Teaching: Knowledgeable of this subject; motivated students; evaluated students regularly/fairly; employs instructional technology effectively; uses assessment to improve student learning.				
Scholarship: Current in academic discipline; continues growth in discipline: engaged in discipline based scholarship/creative activity; scholarship/creative viewed as credible and important to the department.				
Service: Engages in appropriate amounts of departmental/college/university/ professional service for current rank and status.				
Performance: Punctual in assignments; meets classes as scheduled; available outside of class hours; dependable and follows through.				
Relationship to students: Acts in the best interest of students; shows respect for students; regarded by students and colleagues as a credible mentor/ resource.				
Professional relationships: Respects colleagues; accepts worth of those from other disciplines; collegial in associations with others.				
Professionalism: Readily accepts assignments; maintains University/college/departmental policies; accepts decisions and acts accordingly.				
Professional Development Plan: Develop and implement and appropriate PDP encompassing the areas of Teaching, Scholarship/Creative Activity, and Service				

OTHER COMMENTS

RECOMMENDATIONS

I have seen this completed evaluation and I have received a copy. (Signing this form does not indicate agreement or concurrence with the ratings or content of the evaluation.)

Faculty member evaluated		Date							
I have shared this completed evaluation with the faculty member.									
Department Chair		Date							
Dean		Date							
Send Signed form to Provost Office									

For Provost Office						
Reviewer Initials						
Date						

2

Appendix J: Assessment Cycle for Reviewing and Reporting to UCM

Assessment Semester and Year

SLO

Fall	Spring	Fall	Spring	Fall	Spring