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Assessment Plan Overview

The Aviation Department has established a formalized plan of assessment to ensure students registered in the aviation degree programs attain the desired program objectives and enjoy continued success upon the completion of their degrees.

The plan is implemented by faculty and staff of the aviation department and satisfies the accreditation requirements of the Middles States Commission on Higher Education, the Farmingdale State College departmental assessment requirements and the specialized accreditation requirements of the Aviation Accreditation Board International.
Assessment Techniques and Timeline

The Aviation Department’s assessment plan is an ongoing process utilizing a variety of techniques to gather and analyze data useful in assessing the degree to which students are achieving the established program level outcomes and student learning objectives.

Course Assessments

Aviation faculty developed an Academic Curricular Matrix (attached) which maps criteria from the Aviation Accreditation Board International (AABI) to the degree program’s required courses. Faculty teaching the course develop an assessment tool to measure each criterion mapped to the course. At the conclusion of the semester, faculty complete a course assessment form, and post it in the aviation repository created on Blackboard for the department of Aviation. Every aviation course is assessed each academic calendar year to measure the extent to which the program’s desired learning objectives are being met. (A sample completed assessment form is attached. All assessments are available for review in the repository on Blackboard).

Additionally, course assessments provide the backbone data for the Aviation degree program’s annual assessment plan required by the Office of the Provost. In this report, each degree program is required to link the program outcomes to a supported college goal. The means of assessment must be stated, as well as the criteria for success. The report includes a summary of major findings for each assessment, as well as an action plan to be taken in addressing the assessment’s results, i.e. closing the loop. (A copy of this year’s report (2017 – 2018) is included in the appendix as attachment “f”).

Student Course Evaluations

The campus has established a standardized course evaluation form for faculty to administer to students at the end of each semester. Although the course evaluations are voluntary, all faculty are encouraged to utilize this tool to assess their courses from a student’s perspective. Data collected via the anonymous survey include comments on the instructor, the learning process, assignments, exams, textbook, and suggestions on how the course may be improved.

Faculty are able to review the results of the survey online in the Axiom Mentor program once the semester ends and may opt to share the results with their supervisor and/or may opt to include the results in their faculty annual report which is reviewed by the department chair, dean and provost. The Provost’s Office has advised faculty that student survey results provide important information when determining faculty reappointments and promotions. (A sample completed survey is included in the appendix as attachment “e”).

Surveys of Graduates

- The Aviation Department surveys graduates to measure students’ level of agreement in attaining the programs’ objectives, as well as to track their success in attaining employment once their degree has been earned. (A sample of this survey can be found in the appendix as attachment “g”).
- As part of its data collection mission, the Office of Institutional Research strives to maintain accurate records on all Farmingdale graduates. Surveys are administered to all graduating students when they register for graduation and again requests to submit surveys
are sent six months following their graduation. Results are published in an annual report in mid to late June and can be found on the college’s intranet under Administrative Documents, Institutional Research tab. (https://intranet.farmingdale.edu/index-institutional_research.html)

**Capstone Courses**

Both degree programs utilize a capstone course requiring students to apply the knowledge they have acquired throughout their degree program. The course is offered to students in their final year of study and requires a minimum grade of C to meet graduation requirements:

- **AVN447: Capstone Professional Pilot Seminar** is required of all Aeronautical Science – Professional Pilot students. This seminar course requires students to examine key aviation concepts presented in the Pro Pilot degree and connect key learning objectives associated with these concepts to the skills necessary for success in the aviation industry as a pilot. Subject areas include aviation safety, aviation law, crew resource management, physiology of flight, and aviation meteorology. The course requires students to complete comprehensive case studies of aviation accidents utilizing the principles presented in the seminar. A Capstone mentorship flight experience in some of the world’s busiest airspace is used as a tool to evaluate student proficiency in the key areas of safety, law, crew resource management, meteorology and flight physiology.

- **AVN471: Aviation Administration Senior Seminar** is required as the culminating experience in the Aviation Administration program and serves to prepare students to be real-life problem solvers. The course design is based upon the AAAE CM (American Association of Airport Executive – Certified Member) modules and the degree program objectives and builds upon the foundational knowledge established in previous course work. The course design ensures the topics necessary to function as an aviation professional are understood by all students, granting them a competitive edge in applying for entry-level airport operations coordinator and/or industry management positions. Students enrolled in the class are required to complete a group research paper based upon the Airport Cooperative Research Program’s “University Design Competition for Addressing Airport Needs”. Student research papers are presented at the end of the semester to a panel of experts and, if feasible, at the American Association of Airport Executive’s (AAAE) Regional and/or Annual Conferences. This exercise is used to assess students’ knowledge of contemporary aviation industry issues, their ability to function on a multi-disciplinary team, and their communication skills; both written and oral.

**Pilot Licensure Pass Rates**

The first and second attempt licensure pass rates are reported and reviewed annually to identify any trends in student proficiency rates that may need to be addressed. Modifications are then put into place to address and identified shortcomings in flight training courses. The current agreement with the FAA as per Part 141 federal regulations require FSC to maintain a practical test pass rate of at least 80% on the first attempt for renewal of the FSC Air Agency Certificate.
Additionally, this information is reported in the Verification of Compliance report, filed with the Middle States Commission on Higher Education, which requires that the pass rates for licensure examinations for the previous three years be made available to the public. This information may be accessed on the web via the FSC homepage, linked to the Consumer Information page: [http://www.farmingdale.edu/academics/centers-institutes/aviation-education/pass_rates.pdf](http://www.farmingdale.edu/academics/centers-institutes/aviation-education/pass_rates.pdf).

**Aviation Industry Advisory Board**

The Aviation Advisory Board consists of a group of individuals highly experienced in many facets of the aviation industry. The Advisory Board meets each semester to conduct a full review of the department’s mission and aviation degree programs curricula measured against current industry needs and trends. Advisory Board members share their insights and suggestions on how the degree programs can be tailored to meet these needs and ensure that graduates of the programs are fully prepared for a career in the aviation industry.

Members of the Advisory Board participate in campus events throughout the year (aviation seminars, career days, guest lecturers, Hall of Fame) and make themselves available to students as an industry resource. Board members have individually met with students to mentor them and sharpen students’ interviewing skills. Additionally, Board members have taken an active role in placing students in internships and full-time employment positions upon degree completion.

The aviation faculty meet to assess the effectiveness of the Advisory Board as part of the spring assessment meeting. Proposed changes to the advisory board are discussed and plans to implement any approved changes are made.

**Departmental Annual Report**

Each department is required to file an annual report on Axiom Mentor for the Dean’s and Provost review at the conclusion of each academic year. This comprehensive report includes the following:

- enrollment trends
- changes to the curriculum
- faculty accomplishments
  - research
  - grant activity
  - community outreach
- equipment, facilities and supplies (physical changes, including the purchase or donation of major equipment, and resources that have been added to effectively enhance objectives. In addition, where applicable, a discussion of what is lacking in support of programs is included.
- summary of assessment plan
- student issues / complaints

The report is a useful tool in highlighting the overall areas of strengths and weaknesses found within the department, which can then be addressed.
Assessment Results

The results of the various assessment tools outlined above serve as the basis for implementing changes as needed to better attain the program objectives and to ensure continuous improvement to the degree programs.

A faculty meeting is held at the end of each semester to review course assessments and to enable faculty to share their best practices. Assessment results from the current semester are compared with the previous semester to see if the changes implemented as a result of the previous assessments, led to a higher level of attaining program goals and desired outcomes.

Student course evaluations are generally used individually by faculty to assess their own effectiveness in the classroom. Student suggestions for course improvements are considered and implemented when practical to do so. Feedback on course materials is used to update materials for future semesters. Student course evaluations also serve as an assessment tool for the Provost in determining faculty reappointments and promotions.

Results from the graduate surveys provide key information on how our most important stakeholders, i.e. students, measure the level of success the degree programs have in obtaining program goals and objectives. Students report how well they have been prepared for placement in industry and provide invaluable suggestions and comments on the strengths and weaknesses they perceive, which enables the department to implement the changes needed for continuous improvement.

The success rates of students completing their required capstone course highlight areas where students have mastered the necessary skills to function as aviation professionals in their chosen careers, as well as to provide critical information on areas needing attention. This information is utilized as a tool to identify topics in previous coursework that need to be emphasized.
Assessment Plan Evaluation

The assessment plan has been developed as a tool to measure how well the degree programs are meeting their stated goals and objectives. It is a fluid document subject to continuous review, which occurs in faculty discussions among themselves, with Advisory Board members, and interaction with industry personnel and students. The plan is formally reviewed at the department’s assessment meeting following the spring semester.
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Attachments

a) Aviation Administration criteria mapping .................... pg 10

b) Professional Pilot criteria mapping  ......................... pg 11

c) Criteria definitions ............................................. pg 12

d) Sample Course Assessment ................................. pg 14

e) Sample Student Evaluation ................................. pg 19

f) Department Assessment Report for Provost ............. pg 26

g) Survey used for graduating students ..................... pg 48
| Course Code & Title                                      | a | b | c | d | e | f | g | h | i | j | k | l | 2 | 3 | 4 | 5 | 6 | A | B | P1 | P2 | P3 |
| AVN 101: Aviation History                              |   |   | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   | X |   |   |   |
| AVN 126: Aviation Security Management I                |   |   |   |   |   | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   | X |
| AVN 201: Safety Ethics                                 | X | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 300 W: Government in Aviation                      | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | X |
| AVN 330: Airline Marketing                             | X | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 400: Aviation Law                                  | X | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 401: Aviation Economics                            | X | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 471: Senior Seminar                                | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN Elective                                           |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **CONCENTRATION**                                       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Airport Management                                     | a | b | c | d | e | f | g | h | i | j | k | l | 2 | 3 | 4 | 5 | 6 | A | B | P1 | P2 | P3 |
| AVN 270: Introduction to Airport Management            | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 271: Airport Cap/Delay/Enh/Env                      | X | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 370: Airport Financial Management                  | X | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 371: Airport Planning                              | X | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 470: Airport Operations                            | X | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **GENERAL ED. SUPPORTING COURSES:**                   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| EGL 101: Composition Rhetoric                          | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| EGL 102: Composition Literature                        | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Basic Communication Elective                           | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| American/Other World/Western Civ                       | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| ECO 156: Economics Macro                               | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| ECO 157: Economics Micro                               | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| PHY 116: Meteorology                                   | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Natural Science                                        | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| PSY 101: Intro to Psychology                           | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| MTH 110: Statistics                                    | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| MTH 129: Pre-Calculus with Applications               | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| MTH 130: Calculus I with Appl.                         | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| The Arts (GE)                                          | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Foreign Language                                       | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Humanities Elective                                    | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| A and S Electives                                      | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| BUS 101: Accounting I                                 | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| BUS 102: Accounting II                                | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| BUS 109 or BUS 111                                     | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| BUS 259: Public Relations                             | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| BCS 300: Mgt of Info Systems                          | X | X |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Course Code & Title                        | a | b | c | d | e | f | g | h | i | j | k | 1 | 2 | 3 | 4 | 5 | 6 | A | B | P1 | P2 | P3 |
| AVN 104 – Private Pilot Ground           | x |   |   |   | x |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 101 – Aviation History               |   | x |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 105 – Private Flight to Solo        | x |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 106 – Private Flight to Certificate | x |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 201 – Safety Ethics                 |   | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 202 – Aviation Meteorology           | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 209 – Instrument Flight             | x |   | x |   |   |   |   |   |   | x |   | x |   |   |   |   |   |   |   |   |   |
| AVN 208 – Instrument Ground             | x |   | x |   |   |   |   |   |   | x |   | x |   |   |   |   |   |   |   |   |   |
| AVN 211 – Commercial Pilot Ground       | x |   |   |   |   |   |   |   |   | x |   | x |   |   |   |   |   |   |   |   |   |
| AVN 212 – Commercial Pilot Flight       | x |   |   |   | x |   |   |   |   | x |   | x |   |   |   |   |   |   |   |   |   |
| AVN 300 W – Government in Aviation      |   | x |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 321 – Physiology of Flight          | x |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 322 – Advanced Aircraft Systems     | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 320 – Air Carrier Flight Ops        | x |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 400 – Aviation Law                  |   | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 421 – Gas Turbine Engines           | x | x |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 422 – Aerodynamics                 | x |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 423 – CRM                           | x |   | x |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 309 – CFI Ground                    | x |   |   | x | x | x | x | x | x |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 310 – Flight Instructor CFI         | x |   |   |   | x |   | x | x | x |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 424 – Advanced Avionics             | x |   |   |   | x | x | x | x | x |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 425 – Safety of Flight              | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN 447- Capstone Pro Pilot Sem         | x |   | x | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| AVN Elective                            | x |   |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| A and S Elective                        | x |   |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| EGL 101 – Composition Rhetoric          | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| PSY 101 – Intro to Psychology           | x |   |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| EGL 102 – Composition Literature       | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| MTH 129 – Pre Calculus                  | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| ECO 156 – Economics Macro               | x |   |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| PHY 135 – Physics I                     | x |   |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| MTH 130 – Calculus I with Apple.        | x |   |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| A and S Elective                        | x |   |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Basic Comm. Elective (200 or higher)    | x | x |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| PHY 136 – College Physics II            | x |   |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| ECO 157 – Economics Micro               | x |   | x | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Humanities Elective                     | x |   |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Modern Language Level II (Elective)     | x | x | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| A and S Elective                        | x | x | x |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Gen Ed Art Elective                    | x |   |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| A and S Elective                        | x | x | x |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| PSY 331 – Industrial/Org. Psychology    | x | x |   |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| American/ Other World/Western History   | x | x | x |   | x |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
**AABI requirements: BS Aviation Administration and Professional Pilot degrees:**

<table>
<thead>
<tr>
<th><strong>Student Learning Outcomes: General</strong></th>
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<tbody>
<tr>
<td>(a) apply mathematics, science, and applied sciences to aviation related disciplines</td>
</tr>
<tr>
<td>(b) analyze and interpret data</td>
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<tr>
<td>(c) work effectively on multi-disciplinary and diverse teams</td>
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<td>(d) make professional and ethical decisions.</td>
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<tr>
<td>(e) communicate effectively, using both written and oral communication skills</td>
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<td>(f) engage in and recognize the need for lifelong learning</td>
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<td>(g) assess contemporary issues</td>
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<td>(h) use the techniques, skills, and modern technology necessary for professional practice</td>
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<tr>
<td>(i) assess the national and international aviation environment</td>
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<td>(j) apply pertinent knowledge in identifying and solving problems</td>
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<td>(k) apply knowledge and business sustainability to aviation issues</td>
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<tr>
<th><strong>Student Learning Outcomes: Aviation Core</strong></th>
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<tbody>
<tr>
<td>(1) Attributes of an aviation professional, career planning, and certification</td>
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<tr>
<td>(2) Aircraft design, performance, operating characteristics, and maintenance</td>
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<tr>
<td>(3) Aviation safety and human factors</td>
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<td>(4) National and international aviation law, regulations, and labor issues</td>
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<td>(5) Airports, airspace, and air traffic control</td>
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<td>(6) Meteorology and environmental issues</td>
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<tr>
<th><strong>Curriculum Content</strong></th>
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<tbody>
<tr>
<td>A. College-level mathematics and basic sciences appropriate to the program</td>
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<tr>
<td>B. General education components that complement the technical content of the curriculum and are consistent with the program and institutional mission and goals</td>
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<tr>
<td>C. Components that satisfy AABI program specific criteria (designated PC below)</td>
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<tr>
<th><strong>AABI Program Criteria (PC) Aviation Management</strong></th>
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<tr>
<td>1. Graduates possess the necessary knowledge, skills, and attitudes to competently and ethically function as a manager in the aviation industry</td>
</tr>
<tr>
<td>2. Demonstrate competency in program goals</td>
</tr>
<tr>
<td>3. Culminating upper division experience (capstone course, internship, special project)</td>
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<tr>
<th><strong>AABI program Criteria (PC) Professional Pilot:</strong></th>
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<tbody>
<tr>
<td>1. Graduates possess the necessary knowledge, skills, and attitudes to competently and ethically function as professional pilots in the aviation industry</td>
</tr>
<tr>
<td>2. Certification as Commercial Pilot, Instrument/ME land or flight instructor</td>
</tr>
<tr>
<td>3. Demonstrate competency in program goals</td>
</tr>
<tr>
<td>4. Culminating upper division experience (capstone course, internship, special project)</td>
</tr>
<tr>
<td>Which outcomes / criteria will be assessed?</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>b) analyze and interpret data</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>g) assess contemporary issues</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>i) assess the national and international aviation environment</td>
</tr>
<tr>
<td>Outcomes / criteria assessed:</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>(Indicate what % of class achieved a minimum 73%)</td>
</tr>
<tr>
<td>b) analyze and interpret data</td>
</tr>
<tr>
<td>g) assess contemporary issues</td>
</tr>
<tr>
<td>i) assess the national and international aviation environment</td>
</tr>
</tbody>
</table>
Course Assessment Form
(Intended Use of Results)

Course Number and Title: AVN370, Airport Financial Management   Semester & Year: Fall 20XX

This page will be used for recommendations to improve the quality of course delivery based on assessment results. (These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.)

Last year’s assessment of criterion (b) – analyzing and interpreting data, did not meet the benchmark of 70% that was in effect at the time. Additional time was allocated this semester in developing student skills in this area, based on the fall 2014 results. This semester’s assessment produces an average score of 74.35%, which just meets the department’s newly established benchmark of 73%. Deeper analysis revealed that students’ scores improved on three out of the embedded exam questions. However, scores were down in the additional two questions designed to measure these skills. Additional practice landing fee calculations were reviewed in class, which led to 96% of the students meeting the established benchmark.

While the additional time spent in this area resulted in greater student success, the results indicate more reinforcement is needed to further develop students’ analytical skillsets.

Additional class discussion and work was assigned to develop students’ ability to assess contemporary issues (criterion (g). The module on privatization efforts in the commercial airport sector was expanded. Assigned work to assess this ability indicated that close to 90% of the students met the set benchmark. However, exam 2 was also designed around contemporary issues faced by airport management teams and resulted in only 57% of students meeting the benchmark score of 73. Different methods of delivery need to be explored to raise students’ ability to assess and understand contemporary issues, such as the various airport use agreements and contracts airport management enters into with the various vendors and airlines.
The final exam, which is cumulative, was used to measure students’ ability to assess the national and international aviation environment. For example, students were asked to briefly define and outline three approaches (Administrative, Economic and Hybrid) used to manage demand at congested airports worldwide. 75% of the class scored above 73 on the final exam, which met the benchmark of 70% scoring at least a 73%.

Please attach at least three samples of student work for each outcomes assessment (Display one high, one average and one low score). If you are using different assessment mechanisms for different outcomes, please attach three samples of student work for each task/outcome. For example, if the course outcomes are (a) and (g) and you conducted the assessment of outcome (a) in the exams and outcome (g) in the lab reports, you are required to attach three exams for (a) and three lab reports for (g) as samples of student work ---please see attached samples of student work for each of the assessments posted in Blackboard.
Sample Student Course Evaluation

Spring 20XX: AVN XXX (001) – *Title of Course*

_Instructor:_

17 Completed / 24 Enrolled

**Questions About this Course**

<table>
<thead>
<tr>
<th>#1 Organization</th>
<th>Type: Multiple Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor’s course material was well-organized.</td>
<td></td>
</tr>
</tbody>
</table>

**Number of users answered:** 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>11</td>
<td>68.75%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>31.25%</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
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<table>
<thead>
<tr>
<th>#2 Interesting</th>
<th>Type: Multiple Choice</th>
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</thead>
<tbody>
<tr>
<td>The instructor presented the course material in a manner that made it interesting.</td>
<td></td>
</tr>
</tbody>
</table>

**Number of users answered:** 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>12</td>
<td>75.00%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>25.00%</td>
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<td>Neither Agree Nor Disagree</td>
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<tr>
<td>Disagree</td>
<td>0</td>
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<td>0.00%</td>
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<table>
<thead>
<tr>
<th>#3 Participation</th>
<th>Type: Multiple Choice</th>
</tr>
</thead>
</table>


The instructor encouraged student participation.

**Number of users answered:** 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>62.50%</td>
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<td>31.25%</td>
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<tr>
<td>Disagree</td>
<td>1</td>
<td>6.25%</td>
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<tr>
<td>Strongly Disagree</td>
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<td>0.00%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

#4 Care

Type: Multiple Choice

The instructor seemed to care about our learning.

**Number of users answered:** 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Agree</td>
<td>2</td>
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<td>0.00%</td>
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<tr>
<td>Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
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<td>0.00%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
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</tbody>
</table>

#5 Available

Type: Multiple Choice

The instructor was available to students outside of class time; either during office hours or after class.

**Number of users answered:** 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>13</td>
<td>81.25%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>18.75%</td>
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<tr>
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<td>0</td>
<td>0.00%</td>
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<tr>
<td>Disagree</td>
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<td>Strongly Disagree</td>
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<td>0.00%</td>
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<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
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</table>

Questions 6-10 of 23 questions:

#6 Communication

Type: Multiple Choice
The instructor communicated the subject matter clearly.

**Number of users answered:** 16

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<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
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<tr>
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<tr>
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<td>Strongly Disagree</td>
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<td>0.00%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
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</tbody>
</table>

**#7 Response**  
Type: Multiple Choice

The instructor responded effectively to questions raised in class.

**Number of users answered:** 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>14</td>
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</tr>
<tr>
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<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

**#8 Relevant**  
The instructor attempted to make the course relevant to the students.

**Number of users answered:** 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
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<tbody>
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<td>Strongly Agree</td>
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</tr>
<tr>
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<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

**#9 Fair**  
The exams and/or assignments were fair.

**Number of users answered:** 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>62.50%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>31.25%</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
#10 ClearGrading

Type: Multiple Choice

The grading system was clearly stated.

**Number of users answered:** 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
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<td>81.25%</td>
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<tr>
<td>Agree</td>
<td>3</td>
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</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Questions 11-15 of 23 questions:

#11 Assignments

Type: Multiple Choice

The assignments helped me to learn the subject matter.

**Number of users answered:** 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
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<td>14</td>
<td>87.50%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>12.50%</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
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</tbody>
</table>

#12 Challenging

Type: Multiple Choice

This was a challenging course academically.

**Number of users answered:** 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
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<tbody>
<tr>
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<td>37.50%</td>
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<td>5</td>
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<tr>
<td>Neither Agree Nor Disagree</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

#13 Learning

Type: Multiple Choice
I learned a great deal from this course.

### Number of users answered: 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>12</td>
<td>75.00%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
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<td>0.00%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Overall, I would rate this course highly.

### Number of users answered: 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>11</td>
<td>68.75%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>31.25%</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
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<td>0.00%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
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<td>0.00%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

The pace at which the instructor covered the material was good.

### Number of users answered: 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>12</td>
<td>75.00%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>25.00%</td>
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<tr>
<td>Neither Agree Nor Disagree</td>
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<td>0.00%</td>
</tr>
<tr>
<td>Disagree</td>
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<td>0.00%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
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</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Questions 16-20 of 23 questions:

### #16 Textbook

Type: Multiple Choice
The textbook or other supplementary material helped me to learn the course material.

Number of users answered: 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
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<tbody>
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<tr>
<td>Agree</td>
<td>6</td>
<td>37.50%</td>
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<td>Neither Agree Nor Disagree</td>
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<td>6.25%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0.00%</td>
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<tr>
<td>Not Applicable</td>
<td>1</td>
<td>6.25%</td>
</tr>
</tbody>
</table>

#17 Workload Type: Multiple Choice

The workload required for this course was heavy.

Number of users answered: 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>6.25%</td>
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<tr>
<td>Not Applicable</td>
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</tbody>
</table>

#18 Enjoyment Type: Multiple Choice

I enjoyed this class.

Number of users answered: 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Disagree</td>
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<td>0.00%</td>
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<tr>
<td>Not Applicable</td>
<td>0</td>
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</tr>
</tbody>
</table>

#19 InstructorRating Type: Multiple Choice
Overall, I would rate this instructor highly.

**Number of users answered:** 16

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<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
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<tr>
<td>Disagree</td>
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<td>0.00%</td>
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<td>Strongly Disagree</td>
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<td>0.00%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
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</table>

**#20 Major Requirement**

Type: Multiple Choice

This course was required for my major.

**Number of users answered:** 16

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
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<tbody>
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</table>

**Last three questions:**

**#21 Instructor Comments**

Type: Short answer

Summary comments on instructor:

**Number of users answered:** 9

**#22 Summary comments on Learning Process**

**#23 Improvement**

Please make any suggestions about how this course could be improved.
ANNUAL ASSESSMENT REPORT
COVER SHEET

Aeronautical Science: Professional Pilot
(Instructional Degree Program / Prof. Area)  BS
(Degree Level)

 Jeanne Radigan  06/22/2018  Fall 2017 – Spring 2018
(Submitted By and Date) (Assessment Period Covered)

Closing the Loop (from previous assessment)

Departmental actions that were taken as a result of prior assessment cycle results:

Intended Outcome 1 (Students will demonstrate the ability to apply knowledge of mathematics, science and
applied sciences as a professional pilot) is assessed in part by course work completed in AVN421 and AVN422.
Based on previous assessment results that indicated a weakness in some students’ ability to calculate various
turbine engine performance parameters, detailed handouts were developed to explain these concepts in greater
depth. The handout materials supplement the text by simplifying the explanations and derivations of the various
equations involved, as well as presenting easy to follow examples of the basic calculations. The feedback from
students on the handouts was very positive. Previous assessment recommendations also included spending
additional time in areas of weakness, as well as utilizing practice quizzes prior to exams. These actions have
resulted in improved assessment results. All assessments given for this criterion resulted in the set benchmark
being achieved.

The assessment of Intended Outcome 3 (Students will be able to function on a multi-disciplinary management
teams which includes technical and management issues) indicated that the use of rubrics improved the clarity of
grading for group projects, leading to improved group submissions. The percentage of students achieving the
benchmark went up again (slightly: 78% vs 74%). Additional team-building exercises should be considered going
forward to strengthen students’ skill in this area.

Intended Outcome 5 (Students will acquire the ability to communicate effectively, including both written and
verbal forms) continues to challenge faculty in implementing changes that result in improvement. The course of
action to be taken following last year’s assessment was to incorporate additional low-stakes writing. AVN300W
added a low-stakes journal writing assignment, but only 60% of the students scored a 73% or better on the
assignment. The formal research papers in AVN201W and AVN300W achieved 36% and 20% respectively of
students achieving that benchmark score of 73%. A department-wide initiative may be needed and should be
discussed at a faculty meeting next fall.

The action prescribed after the last assessment of outcome 8, which assess student ability to use the techniques,
skills and modern technology necessary for professional aviators, recommended that a practice quiz be given prior
to the exam to identify areas of student weakness. This action was implemented resulting in improved scores and
will be continued going further.

Criteria for Success:  
The Aviation Department has set
the benchmark at 70% of students
scoring “C” (73%) on each
assessment.

Summary of Major Findings:
For the 2017 – 2018 assessment
cycle, Outcomes 1, 3, 5 and 8 were
assessed. Students continue to
exhibit a weakness in writing. The

Further Actions:
Faculty will continue to incorporate
additional written assignments into
their courses and will encourage the
use of the writing center.
| Use of detailed handouts and practice quizzes before an exam resulted in a higher level of students’ ability to use the techniques, skills and modern technology necessary for professional aviators. | More in-class time will be dedicated to areas of student weakness and the use of practice quizzes and detailed handouts will be continued. Additional exercises in team-building should be considered to strengthen students’ skills in this area. |
Intended Outcomes and Associated College Goals:
(Please note that the following outcomes have been assessed for 2017 – 2018: 1, 3, 5, 8, 10)

1. **Intended Outcome:** Students will demonstrate the ability to apply knowledge of mathematics, science and applied sciences as a professional pilot

   **College Goal(s) Supported:** The College shall provide students with a broad academic foundation, which includes an appreciation of culture, ethics, aesthetics, citizenship, cultural diversity, and the interrelationships among the applied arts and sciences, technologies, and society.

2. **Intended Outcome:** Students will analyze and interpret data relating to aviation.

   **College Goal(s) Supported:** The College shall provide a stimulating environment that results in student learning.

3. **Intended Outcome:** Students will be able to function on multi-disciplinary teams as a professional pilot.

   **College Goal(s) Supported:** The College shall encourage students to aspire to be exemplary citizens, scholars, professionals, and leaders in society.

4. **Intended Outcome:** Students will exhibit an understanding of the ethical and professional responsibilities of an aviation professional.

   **College Goal(s) Supported:** The College shall encourage students to aspire to be exemplary citizens, scholars, professionals, and leaders in society.
## Intended Outcomes and Associated College Goals:

<table>
<thead>
<tr>
<th>Intended Outcome</th>
<th>College Goal(s) Supported</th>
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</thead>
<tbody>
<tr>
<td>5. Intended Outcome: Students will acquire the ability to communicate effectively, including both written and verbal forms.</td>
<td>College Goal(s) Supported: The College shall provide a stimulating environment that results in student learning.</td>
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<tr>
<td>6. Intended Outcome: Students will recognize the need for, and an ability to engage in, life-long learning.</td>
<td>College Goal(s) Supported: The College shall encourage students to aspire to be exemplary citizens, scholars, professionals, and leaders in society.</td>
</tr>
<tr>
<td>7. Intended Outcome: Students will exhibit knowledge of contemporary issues relating to professionals in the aviation field.</td>
<td>College Goal(s) Supported: The College shall encourage students to aspire to be exemplary citizens, scholars, professionals, and leaders in society.</td>
</tr>
<tr>
<td>8. Intended Outcome: Students will demonstrate an ability to use the techniques, skills, and modern technology necessary for professional aviators.</td>
<td>College Goal(s) Supported: The College shall provide a stimulating environment that results in student learning.</td>
</tr>
<tr>
<td>9. Intended Outcome: Students will demonstrate the ability to analyze the national and international aviation environment.</td>
<td>College Goal(s) Supported: The College shall provide students with a broad academic foundation, which includes an appreciation of culture, ethics, aesthetics, citizenship, cultural diversity, and the interrelationships among the applied arts and sciences, technologies, and society.</td>
</tr>
<tr>
<td>10. Intended Outcome: Students will demonstrate the ability to apply pertinent knowledge in identifying and solving problems confronting professional pilots.</td>
<td>College Goal(s) Supported: The College shall provide a stimulating environment that results in student learning.</td>
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</table>
**Intended Outcome: (number _1__)**
Students will demonstrate the ability to apply knowledge of mathematics, science and applied sciences as a professional pilot.

**Means of Assessment for Intended Outcome (number _1__):**

1. **Means of assessment and criteria for success:**
   This outcome is measured by mapping AABI criteria "a" (apply mathematics, science, and applied sciences to aviation related disciplines) within courses AVN421 and AVN422. Instructors develop means for assessment and upload their course assessment forms which are available on the Blackboard AABI repository. Ground school (AVN104, AVN209 and AVN211) all require significant comprehension in math and science concepts to pass the course and are also used as a means to assess students’ ability. Students are required to obtain a minimum average of 80% per our agreement with the FAA, to pass these courses. Our goal is to have an 80% pass rate in all ground courses. Additionally, all Aeronautical Science: Professional Pilot majors are required to successfully complete 8 credits in Math (pre-calculus and calculus) as well as 8 credits in calculus-based Physics.

2. **Description of the sample:**
   The entire class results are reported for each course (approximately 15 – 20 students per course).

3. **Sampling procedure used to provide data for the assessment:**
   No sampling procedure; results from entire class population will be reported.
4. Summary of major findings for this assessment:
AVN421 and AVN422 utilized embedded questions in exams to assess this criterion. The benchmark was achieved for all three exams given in AVN421 (exam 1 = 80%; exam 2 = 88%; exam 3 = 90%) and three out of the four exams given in AVN422 (exam 1 = 100%; midterm 55%; exam 3 = 99%; final exam = 100%)

5. Action to be taken in addressing these assessment findings:
The improved assessment results indicate that the additional handout materials and practice quizzes have benefitted students. These practices will be continued.

(Note: Restate intended outcome and indicate corresponding number)

**Intended Outcome: (number 3)**: Students will be able to function on multi-disciplinary teams as a professional pilot.

**Means of Assessment for Intended Outcome (number 3):**

1. Means of assessment and criteria for success: This outcome is measured by mapping AABI criterion c (work effectively on multi-disciplinary and diverse teams) within AVN201 where students work in groups of 4 - 5 on a formal research paper which they present in class via a ppt presentation.

2. Description of the sample:
The entire class results are used (approximately 20 students per course).

3. Sampling procedure used to provide data for the assessment:
No sampling procedure; results from entire class population reported.

4. Summary of major findings for this assessment:
78% of the students scored above 73%; benchmark met. This was up slightly from last year’s 74%.

5. Action to be taken in addressing these assessment findings
Last year’s recommendation based on the assessment results was to maintain the current practices. Although a slight improvement was noted, it may be beneficial to incorporate some team-building exercises into the course.
**Intended Outcome:** (number _5___): Students will acquire the ability to communicate effectively, including both written and verbal forms.

**Means of Assessment for Intended Outcome (number _5___):**

1. **Means of assessment and criteria for success:** This outcome is measured by mapping AABI criterion e (communicate effectively, using both written and oral communication skills) within courses AVN201 and AVN 300W, which is a required writing-intensive course. Instructors for these courses have developed means for assessments and report results on an annual basis. Additionally, students are required to complete EGL101/102 with a grade of C or better and to complete an additional 3 credits in a Basic Communication elective, level 200 or higher as a graduation requirement.

2. **Description of the sample:** The entire class results will be used in each course (approximately 20 students per course).

3. **Sampling procedure used to provide data for the assessment:** No sampling procedure; results from entire class population will be reported.

4. **Summary of major findings for this assessment:** The assessment results once again revealed students’ writing skills to be weak. 36% of the students scored a 73% or better on their AVN201W research paper, and only 20% scored above a 73% in the AVN300W research paper. AVN300W also assessed a low-stakes class journal, with 60% scoring 73% or better. Faculty in other courses have also commented on the poor writing skills of students.

5. **Action to be taken in addressing these assessment findings:** The prerequisite for AVN201W has been changed; now requiring that students have earned a “C” or better in EGL102 before taking this course. (AVN201 was converted to writing intensive and was offered AVN201W beginning with the Fall 2017 semester). Faculty continue to incorporate additional writing assignments in all courses and encourage students to make use of the writing center. Faculty also commented on student use of slang and “text” writing in their work. Faculty should consider penalizing student for future use of this style. Part of this weakness most likely stems from a breakdown in enforcing writing skills in the K-12 years and is proving to be a difficult area to address.
**Intended Outcome: (number 8):** Students will demonstrate an ability to use the techniques, skills, and modern technology necessary for professional aviators.

**Means of Assessment for Intended Outcome (number 8):**

1. **Means of assessment and criteria for success:** This outcome is measured by mapping AABI criterion h (use the techniques, skills, and modern technology necessary for professional practice) within academic courses AVN322 and AVN421. Instructors for these courses have developed exam questions as means for assessment and report results on an annual basis. Additionally, the flight courses and corresponding ground school courses also serve as an assessment of these skills and student success rates in ground school courses (see outcome number 1) and flight examinations are available.

2. **Description of the sample:**
The entire class results will be used in each course (approximately 10 students per course).

3. **Sampling procedure used to provide data for the assessment:**
No sampling procedure; results from entire class population will be reported.

4. **Summary of major findings for this assessment:**
AVN322 and AVN421 utilized exam questions to assess this criterion. While the benchmark was achieved in both courses, a detailed item analysis revealed that several individual exam questions in AVN322 fell below the benchmark. (exam 1 questions averaged 80% with two questions below the benchmark; exam 2 questions averaged 82% with four questions below the benchmark; exam 3 questions averaged 84% with two questions below the benchmark. All exam questions in AVN421 met the benchmark).

5. **Action to be taken in addressing this assessment:**
Based on previous assessments, practice quizzes were administered prior to the exams to help students identify their weak areas. Detailed handouts have been developed to provide simplified explanations on topics identified as weak areas of student understanding. The overall results have led to students scoring above the threshold, and the practices in place will be continued.

*(Note: Restate intended outcome and indicate corresponding number)*
**Intended Outcome: (number \_10\_):** Students will demonstrate the ability to apply pertinent knowledge in identifying and solving problems confronting professional pilots.

**Means of Assessment for Intended Outcome (number \_10\_):**

1. **Means of assessment and criteria for success:** This outcome is measured by mapping AABI criterion j (apply pertinent knowledge in identifying and solving problems) within academic course AVN321. The instructor for this course has developed a discussion session to assess this criterion. This criterion is also emphasized in all flight training and ground courses.

2. **Description of the sample:**
The entire class results will be used in each course (approximately 15 students).

3. **Sampling procedure used to provide data for the assessment:**
No sampling procedure; results from entire class population will be reported.

4. **Summary of major findings for this assessment:**
Waiting on submission of assessment report for this result.

5. **Action to be taken in addressing these assessment findings:**
To be determined once results are analyzed.

*(Note: Please complete this form for each intended outcome listed on the cover sheet.)*
Concluding Statement:
What have you learned from this year’s assessment process that could be helpful in the future?

The Aviation Department underwent an on-campus site visit by the Aviation Accreditation Board International (AABI) for specialized accreditation. In the visiting team’s final report, the department’s assessment plan and process were cited as models for other institutions.

The assessment review for this year once again revealed weakness in certain areas, particularly in writing skills. AVN201 was offered as a writing-intensive course (AVN201W) in an attempt to introduce students to the art of formalized research writing. The average grade for the research assignment was 60%, with only 36% of the students scoring at or above 73%, indicating that 64% of the students were not prepared to take on a scholarly writing assignment. Faculty continue to incorporate additional writing assignments in all courses and encourage students to make use of the writing center. Faculty also commented on student use of slang and text writing in their work. Faculty should consider penalizing student for future use of this style. Part of this weakness most likely stems from a breakdown in enforcing writing skills in the K-12 years and is proving to be a difficult area to address.

The department reconsidered adopting standardized assessment tools that would enable a better comparison of year-to-year results. It was generally agreed that the assessment results were directly dependent upon the assessment tool used. Direct comparison of assessment results when administered by different faculty, or when faculty opt to utilize a new assessment tool, cannot be made. Faculty opted to continue allowing each faculty to decide upon the assessment tool used in their courses, citing possible breach of academic freedom. It was agreed that the real value of the assessment process lies in identifying the areas of student weaknesses that need to be addressed. Assessment results highlighted several additional areas of student weaknesses, that faculty have committed to address by allotting additional time, as highlighted in this report.

The importance of reviewing the last assessment prior to the start of a new semester was emphasized last year, but faculty admitted this was not done. This should be incorporated as a discussion point in a faculty meeting conducted early each semester. Several assessments were not submitted or were submitted late. Discussing at faculty meetings throughout the semester, may yield better assessment results. Time must be set aside early in the semester for all adjuncts teaching courses with assessments due, to review the process. Several courses have not been recently assessed.

The overall curriculum was reviewed by faculty in conjunction with the advisory board. Several modifications have been proposed for next year including re-writing AVN100 to incorporate components of private pilot ground school and making this a required course (replacing AVN101) for Aviation Administration students and an elective for professional pilot students. AVN100 will be submitted to the FAA for possible inclusion on our Letter of Agreement regarding the R-ATP.
Additional applied learning activities were also discussed. FSC submitted a bid to acquire Dowling’s ATC simulation lab. If won, a new course will be created or components of hands-on ATC activities will be incorporated into existing courses.

Faculty again expressed appreciation for the value of the assessment process and their commitment to continuous improvement that results from assessment.
ANNUAL ASSESSMENT REPORT
COVER SHEET

Aviation Administration  _________  __BS_____________________
(Instructional Degree Program / Prof. Area)  (Degree Level)

Jeanne Radigan  06/21/18  ___________  __Fall 2017 – Spring 2018__
(Submitted By and Date)  (Assessment Period Covered)

Closing the Loop (from previous assessment)

Departmental actions that were taken as a result of prior assessment cycle results:

Intended Outcome 2 (Students will have the ability to apply the techniques, skills and modern aviation management tools to perform business related tasks) once again achieved the benchmark, but not with convincing results. The previous assessment had stressed that students needed a better understanding of what constitutes acceptable written work. Based on the previous assessment, the instructor stressed the need for students to read and understand the material in order to articulate in their own words, the professional practice take-aways contained in an advisory circular. Several students continued to paste and copy material.

The last assessment of students’ ability to accurately interpret data and design experiments for a variety of problems (outcome 5) led to the recommended action of incorporating additional practice problems into the course material in AVN370 and AVN401. AVN370 was taught by a new adjunct this semester, and though the overall benchmark was achieved, a more in-depth analysis revealed specific topics that need further attention going forward. Additional practice problems were given in AVN401, but students were once again not fully grasping cost functions and production analysis. Next semester, these topics will be incorporated into the discussions with the hopes that students can learn different approaches to solving these problems from each other.

Outcome 8 (Students will recognize the need for, and an ability to engage in, life-long learning) is mapped to AVN201 and AVN101. The previous assessment results achieved the benchmark, with the recommendation for the current practices be continued. In AVN201, students were tasked with developing their own Mission Statement and Code of Conduct/Ethics to recognize the need to have a descriptive plan to achieve their goals in life. The benchmark was achieved in both assessments with 93% / 92% scoring above a 73%. These results showed an improvement over the previous results of 83% of students scoring above 73% in both assignments.

Intended outcome 9 (Students will exhibit knowledge of contemporary aviation industry issues) is assessed in AVN330 and AVN370. The previous assessments in AVN330, an online course, utilized an assignment to assess this criterion, with 79% of students achieving the benchmark score. This year, AVN330 was offered in a hybrid format and utilized a quiz as an assessment tool, yielding a result of 76%. However, an additional discussion assessment was utilized with 100% achieving the benchmark score. AVN370 was taught by a new instructor that utilized class presentations to assess this criterion, in which 100% achieved the benchmark.

Criteria for Success:
The Aviation Department has set the benchmark at 70% of students scoring “C” (73%) on each assessment.

Summary of Major Findings:
For the 2017 – 2018 assessment cycle, Outcomes 2, 5, 8 and 9 were assessed. Students continue to exhibit a weakness in writing. Additionally, the

Further Actions:
Faculty will continue to incorporate additional written assignments into their courses and will encourage the use of the writing center.
| benchmark was not achieved in several of the assessments used to measure students’ ability to analyze and interpret data. The use of a hybrid format over a fully online course highlighted the benefit of classroom discussion in one of the assessments. | More in-class time will be dedicated to the review of problem-solving exercises that require students to analyze and interpret data. |
## Intended Outcomes and Associated College Goals:

(Please note that the following outcomes have been assessed for 2017 – 2018: 2, 5, 8, 9)

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<tr>
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<tbody>
<tr>
<td>10. Intended Outcome: Students will demonstrate an understanding of the impact of aviation and technology in a global/societal context.</td>
<td>College Goal(s) Supported: The College shall provide students with a broad academic foundation, which includes an appreciation of culture, ethics, aesthetics, citizenship, cultural diversity, and the interrelationships among the applied arts and sciences, technologies, and society.</td>
</tr>
<tr>
<td>11. Intended Outcome: Students will have the ability to apply the techniques, skills and modern aviation management tools to perform business related tasks</td>
<td>College Goal(s) Supported: The College shall provide a stimulating environment that results in student learning.</td>
</tr>
<tr>
<td>12. Intended Outcome: Students will be able to function on a multi-disciplinary management team which includes technical and management issues.</td>
<td>College Goal(s) Supported: The College shall encourage students to aspire to be exemplary citizens, scholars, professionals, and leaders in society.</td>
</tr>
<tr>
<td>13. Intended Outcome: Students will demonstrate the ability to apply knowledge of mathematics and science to ensure safe and efficient operations.</td>
<td>College Goal(s) Supported: The College shall provide students with a broad academic foundation, which includes an appreciation of culture, ethics, aesthetics, citizenship, cultural diversity, and the interrelationships among the applied arts and sciences, technologies, and society</td>
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### Intended Outcomes and Associated College Goals:

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<tr>
<td>14. Students will demonstrate the ability to accurately interpret data and design experiments for a variety of problems.</td>
<td>The College shall provide a stimulating environment that results in student learning.</td>
</tr>
<tr>
<td>15. Students will exhibit an understanding of professional and ethical responsibility.</td>
<td>The College shall encourage students to aspire to be exemplary citizens, scholars, professionals, and leaders in society.</td>
</tr>
<tr>
<td>16. Students will acquire the ability to communicate with agency representative, superiors, subordinates and peers, with precision and clarity.</td>
<td>The College shall provide a stimulating environment that results in student learning.</td>
</tr>
<tr>
<td>17. Students will recognize the need for, and an ability to engage in, life-long learning.</td>
<td>The College shall encourage students to aspire to be exemplary citizens, scholars, professionals, and leaders in society.</td>
</tr>
<tr>
<td>18. Students will exhibit knowledge of contemporary aviation industry issues.</td>
<td>The College shall encourage students to aspire to be exemplary citizens, scholars, professionals, and leaders in society.</td>
</tr>
</tbody>
</table>
Intended Outcome: (number __2___)
Students will have the ability to apply the techniques, skills and modern aviation management tools to perform business related tasks.

First Means of Assessment for Intended Outcome (number __2__):

1. Means of assessment and criteria for success:
This outcome is measured by mapping AABI criterion h (use the techniques, skills, and modern technology necessary for professional practice) within AVN126 and AVN 270. Instructors for these courses have developed means for assessments and report results on an annual basis. Additionally, Aviation Administration majors are required to complete several business-related courses including BUS101/102 (Accounting) with a grade of C or better, indicating a satisfactory proficiency and skill level in these business-related tasks.

2. Description of the sample:
The entire class results will be used in each course (15 – 30 students per course).

3. Sampling procedure used to provide data for the assessment:
No sampling procedure; results from entire class population will be reported.

4. Summary of major findings for this assessment:
Students were required to use the internet to research Advisory Circulars and write a summary of a current AC used in the professional practice of Airport Management. 20 of the 21 students completed this assignment. 16 students passed this assignment (76%) with a grade better than 73%, indicating an acceptable level of understanding for this criteria/Intended Outcome.

5. Action to be taken in addressing these assessment findings:
Although the benchmark was met, there needs to be a better understanding by students that copy and pasting an answer from an electronic text does not constitute a written essay. Future courses will stress the need for students to read and understand the material in order to articulate in their own words the material they are required to understand to succeed. The ability to communicate effectively in writing remains a challenge for many students. Several students lack the skills necessary to present college level work and should take advantage of the writing center.
(Note: Please complete this form for each intended outcome listed on the cover sheet.)
Intended Outcome: (number 5)
Students will demonstrate the ability to accurately interpret data and design experiments for a variety of problems.

First Means of Assessment for Intended Outcome (number 5):

1. Means of assessment and criteria for success:
This outcome is measured by mapping AABI criterion b (analyze and interpret data) within courses AVN370 and AVN 401. Instructors for these courses have developed means for assessments and report results on an annual basis.

2. Description of the sample:
The entire class results will be used in each course (15 – 30 students per course).

3. Sampling procedure used to provide data for the assessment:
No sampling procedure; results from entire class population will be reported.

4. Summary of major findings for this assessment:
The benchmark of 70% of the students scoring a 73% or greater on embedded questions in AVN370 - Exam 1, was NOT met in 2 of the 11 questions designed to measure this criteria. Exam 2 contained an additional 11 questions, with four not achieving the desired benchmark. In AVN401, an assignment and quiz were administered to measure students’ ability to analyze and interpret data. 80% of the students scored above 73% on the assignment, but only 55% of the students scored above a 73% on the quiz.

5. Action to be taken in addressing these assessment findings:
AVN370 was taught for the first time by this instructor. The questions presenting difficulty for the students will be reviewed for subject matter, type of test question and difficulty. More time will be spent in class on those topics. Even though the benchmark was met with 80% of the students scoring 73 or better on the AVN401 module 3 assignment, it is interesting to note that last year 90% of the students had scored 73% or higher. The quiz 4 results, which also assessed students’ ability to apply math, and science to aviation related disciplines, analyze and interpret data and apply knowledge in solving problems, were not as convincing, with (once again) only 55% of the students reaching the benchmark grade of “C”. The students falling below 73% were further analyzed and a general pattern of not fully grasping cost functions and production analysis was evident. Next semester, these topics will be incorporated into the discussions with the hopes that students can learn different approaches to solving these problems from each other.
Intended Outcome: (number 8)
Students will recognize the need for, and an ability to engage in, life-long learning.

First Means of Assessment for Intended Outcome (number 8):

1. Means of assessment and criteria for success:
This outcome is measured by mapping AABI criterion f (engage in and recognize the need for lifelong learning) within AVN101 and AVN201. Instructors for these courses have developed means for assessments and report results on an annual basis.

2. Description of the sample:
The entire class results will be used in each course (approximately 30 students per course).

3. Sampling procedure used to provide data for the assessment:
No sampling procedure; results from entire class population will be reported.

4. Summary of major findings for this assessment:
In AVN201, students were tasked with developing their own Mission Statement and Code of Conduct/Ethics to recognize the need to have a descriptive plan to achieve their goals in life. The benchmark was achieved in both assessments with 93% / 92% scoring above a 73%.

5. Action to be taken in addressing these assessment findings:
The assessments conducted in AVN201W indicated that students recognize the need to have a descriptive plan to achieve their goals and the importance of updating their mission statement. The instructor in AVN101 (new to the course) determined that this criterion was not directly covered or measured during this course offering. Going forward, an introduction and review of how information and technology was developed and continually changes throughout one’s career will be added that will help students see the need to engage in and recognize the need for life-long learning.

(Note: Please complete this form for each intended outcome listed on the cover sheet.)
Intended Outcome: (number 9)
Students will exhibit knowledge of contemporary aviation industry issues.

First Means of Assessment for Intended Outcome (number 9):

1. Means of assessment and criteria for success:
   This outcome is measured by mapping AABI criterion g (assess contemporary issues) within courses AVN330 and AVN 370. Instructors for these courses have developed means for assessments and report results on an annual basis.

2. Description of the sample:
   The entire class results will be used in each course (15 – 30 students per course).

3. Sampling procedure used to provide data for the assessment:
   No sampling procedure; results from entire class population will be reported.

4. Summary of major findings for this assessment
   As a measure of student competency in assessing contemporary issues (AABI criterion g), students were given a quiz in AVN330 module 2 on market segmentation – an area in airline marketing that continuously needs to be assessed and re-evaluated to effectively market to the trending segments. 76.5% of the students achieved a score of 73% or better on this quiz. This compares to 79.3% of students scoring above a 73% in last year’s module 2 assignment. The advantage of the hybrid model enabled class time to be devoted to class discussion on this topic, in which 100% of students scored above a 73% on the module 2 discussion, indicating a benefit that the hybrid model offered students. The benchmark was achieved in the course project assessment yielding 85.7% of students scoring above a 73. In AVN370, four group presentations were assigned to assess this criterion, with 100% scoring above a 73% (average score = 90%).

5. Action to be taken in addressing these assessment findings:
   Although the benchmark was achieved in all assessments, the module 2 quiz in AVN330 will be further analyzed to pinpoint specific areas of student weaknesses. Additional time will be incorporated in the class discussion on these specific areas to try and better students’ understanding.

(Note: Please complete this form for each intended outcome listed on the cover sheet.)
Concluding Statement:
What have you learned from this year’s assessment process that could be helpful in the future?

The Aviation Department underwent an on-campus site visit by the Aviation Accreditation Board International (AABI) for specialized accreditation. In the visiting team’s final report, the department’s assessment plan and process were cited as models for other institutions.

The assessment review for this year once again revealed weakness in certain areas, particularly in writing skills. AVN201 was offered as a writing-intensive course (AVN201W) in an attempt to introduce students to the art of formalized research writing. The average grade for the research assignment was 60%, with only 36% of the students scoring at or above 73%, indicating that 64% of the students were not prepared to take on a scholarly writing assignment. Faculty continue to incorporate additional writing assignments in all courses and encourage students to make use of the writing center. Faculty also commented on student use of slang and text writing in their work. Faculty should consider penalizing student for future use of this style. Part of this weakness most likely stems from a breakdown in enforcing writing skills in the K-12 years and is proving to be a difficult area to address.

The department reconsidered adopting standardized assessment tools that would enable a better comparison of year-to-year results. It was generally agreed that the assessment results were directly dependent upon the assessment tool used. Direct comparison of assessment results when administered by different faculty, or when faculty opt to utilize a new assessment tool, cannot be made. Faculty opted to continue allowing each faculty to decide upon the assessment tool used in their courses, citing possible breach of academic freedom. It was agreed that the real value of the assessment process lies in identifying the areas of student weaknesses that need to be addressed. Assessment results highlighted several additional areas of student weaknesses, that faculty have committed to address by allotting additional time, as highlighted in this report.

The importance of reviewing the last assessment prior to the start of a new semester was emphasized last year, but faculty admitted this was not done. This should be incorporated as a discussion point in a faculty meeting conducted early each semester. Several assessments were not submitted or were submitted late. Discussing at faculty meetings throughout the semester, may yield better assessment results. Time must be set aside early in the semester for all adjuncts teaching courses with assessments due, to review the process. Several courses (AVN126 and AVN423) have not been recently assessed.

The overall curriculum was reviewed by faculty in conjunction with the advisory board. Several modifications have been proposed for next year including re-writing AVN100 to incorporate components of private pilot ground school and making this a required course (replacing AVN101) for Aviation Administration students.
Additional applied learning activities were also discussed. FSC submitted a bid to acquire Dowling’s ATC simulation lab. If won, a new course will be created or components of hands-on ATC activities will be incorporated into existing courses.

Faculty again expressed appreciation for the value of the assessment process and their commitment to continuous improvement that results from assessment.
Hello and thank you for agreeing to take this survey regarding your experience as an Aviation Student at Farmingdale State College. Your honest responses will help us to improve our program! Your name will not be recorded, and all responses will be grouped by degree program. Your participation is truly appreciated.

<table>
<thead>
<tr>
<th>1. Which degree program did you complete?</th>
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<tbody>
<tr>
<td>☐ Aviation Administration</td>
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<tr>
<td>☐ Professional Pilot</td>
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<tr>
<th>2. In what month and year did you graduate?</th>
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<tbody>
<tr>
<td>☐ May, 2016</td>
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<tr>
<td>☐ August, 2016</td>
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<tr>
<td>☐ December, 2016</td>
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<tr>
<td>☐ Other (please specify)</td>
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<tr>
<th>3. Are you currently employed?</th>
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<tbody>
<tr>
<td>☐ Yes, full time in the aviation industry</td>
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<tr>
<td>☐ Yes, part time in the aviation industry</td>
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<tr>
<td>☐ Yes, full time in another field</td>
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<tr>
<td>☐ Yes, part time in another field</td>
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<tr>
<td>☐ No, I am not employed</td>
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<tr>
<td>☐ No, I am currently pursuing an advanced degree</td>
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<th>4. If you are employed in aviation what company do you work for?</th>
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<th>5. What is your current salary? (whether in the aviation industry or not)</th>
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<td>☐ Under $10,000</td>
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<tr>
<td>☐ $10,001 - 20,000</td>
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<tr>
<td>☐ $20,001 - 30,000</td>
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<td>☐ $30,001 - 40,000</td>
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<tr>
<td>☐ 40,001 - 50,000</td>
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6. As a result of earning an aviation degree at Farmingdale State College, would you agree that you are able to:

<table>
<thead>
<tr>
<th>Area</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree or Disagree</th>
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<tbody>
<tr>
<td>apply mathematics, science, and applied sciences to aviation-related disciplines</td>
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<tr>
<td>analyze and interpret data</td>
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<td>work effectively on multi-disciplinary and diverse teams</td>
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<td>make professional and ethical decisions</td>
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<td>communicate effectively, using both written and oral communication skills</td>
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<td>engage in and recognize the need for life-long learning</td>
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<td>assess contemporary issues</td>
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<tr>
<td>use the techniques, skills and modern technology necessary for professional practice</td>
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<td>assess the national and international aviation environment</td>
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<td>apply pertinent knowledge in identifying and solving problems</td>
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<tr>
<td>apply knowledge of business sustainability to aviation issues</td>
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Please mark your level of agreement to the following statement: "If I could start over, I would enroll in this program again"

7. Did the aviation program at Farmingdale State College adequately prepared you for a career in aviation?

- [ ] yes
- [ ] no
- [ ] not sure

8. What do you believe are the strength and weaknesses of the degree program? How could the program be improved?

Done