


AABInternational

 <p>LOUISIANA TECH UNIVERSITY®</p>	<p>Louisiana Tech University</p> <p>Ruston, Louisiana</p>
	<p>College of Liberal Arts</p>
<p>August 2021</p>	<p>B.S. Aviation Management</p> <p>Student Achievement - Compliance with AABI Policy 3.4.2</p>

3.4.2 For each AABI-accredited aviation program, institutions **MUST** accurately publish on the program's public website, a report of student achievement data including the following information, updated annually:

- *The objectives of each accredited program*
- *Program assessment measures employed*
- *Graduation rates*
- *Rates and types of employment of graduates*

Failure to be in continuous compliance may result in suspension of accredited status.

Program Objectives

- AVMG 01 Ability to pursue business/aviation management careers in industry or government.
- AVMG 02 Ability to solve complex and/or technical business and aviation management problems using mathematics, science, critical thinking and emerging technologies related to business and aviation management.
- AVMG 03 Ability to function effectively and ethically individually and in team situations.
- AVMG 04 Ability to pursue continuing education/life-long learning through graduate studies or continuation training in related aviation management and business fields.
- AVMG 05 Ability to communicate effectively in written and oral form.

Program Assessment Measures Employed

Responsibility

A faculty member is appointed the Department Accreditation and Assessment Chairman and two additional members representing Professional Aviation and Aviation Management serve as co-chairs. These faculty members will collect data for the annual Program Assessment, prepare a briefing for the annual Program Assessment and publish meeting minutes to document shortcomings and make changes as appropriate. In addition, these faculty members will lead the Department effort in preparing the AABI Form 202 and 204 when necessary. They along with the Department Chair are expected to attend AABI meetings regularly and to stay abreast of the latest AABI requirements.

Every faculty member is responsible for assessing their individual courses to ensure that course objectives are being met and that course outcomes evaluate the stated course objectives. The entire faculty will attend the annual Program Assessment and will be involved in the assessment process. Committees have been established to address AABI items of interest such as Curriculum, Facilities, Equipment and Services, Relations with Industry and Safety. These committee chairmen will hold regular meetings and take minutes of these meetings to address shortcomings and ensure continuous improvement.

Timeline

From the 2009-2010 academic school year through the 2011-2012 school year, all faculty members were required to evaluate and assess every course they taught at the completion of every quarter the course was taught. Beginning with the 2012-2013 school year, faculty members evaluate and assess courses they teach once per school year. Some of these course assessments are used as evidence to evaluate the program level outcomes for both Professional Aviation and Aviation Management. Once a year (usually in the Fall Quarter) the entire faculty meet for the Program Assessment (both Professional Aviation and Aviation Management) of the previous academic year. The review begins with a presentation of overall statistics that are pertinent to the Department such as enrollment management, graduation rates, and flight hours. In addition to individual courses, other evidence such as alumni surveys, graduate surveys, internship surveys, Airman Knowledge Test scores, student GPAs, resume writing scores, mock interview results, FAA practical test results, team projects, class attendance, research papers, writing assignments and oral presentation assignments are used to provide evidence of achievement of program outcomes. These items are evaluated to assess program outcomes achievement. The faculty selected 80% as an overall standard of successful achievement. Both a course assessment and program-level assessment criteria are as follows:

Standards Statement

Not Meeting Standard
Meeting Standard
Exceeded Standard

Level of Achievement

Greater than 5% under criteria
Within 5% of criteria
Greater than 5% above criteria

Continuous Improvement/Closing the Loop

If an assessed area is rated “Not Meeting Standard” for either a course or a program-level assessment an “Improvement Statement” is required based on the learning outcomes assessment

results to demonstrate the “Use of Results” for continuous improvement. The next time the course is taught, or a program-level review is conducted, the improvement statements are evaluated to determine results. This is our method of ensuring continuous improvement. Minutes of the annual Program Assessment are kept as a record of the proceedings.

Lesson Learned

As a result of experience gained during the previous five-year assessment period, and as a result of faculty deliberations during our last Self-Study, we discovered that we were assessing courses with too much frequency. Therefore, we adjusted our course assessment process going forward. Beginning with the 2012-2013 school year, faculty members evaluate and assess courses they teach annually. This will allow better planning and analysis, a longer period between assessments and a better ability to apply corrective action and monitor this action as appropriate for continuous improvement. It will also reduce the burden on the faculty and provide for a more effective evaluation of courses.

Course assessments will be due NLT the third week of the following quarter in which the course is being evaluated. The Department course assessment timeline mapping is provided below.

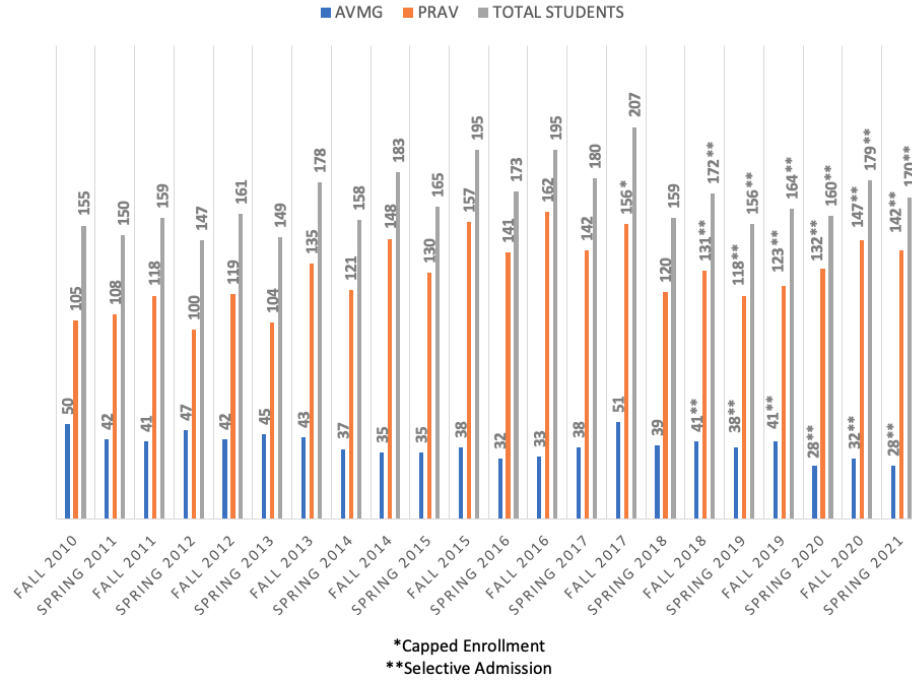
The AABI Accreditation Criteria Manual (Form 201) was revised on July 19, 2019. This latest revision applies after the AABI reaffirmation of both academic programs in February 2019. Beginning in AY 2019-2020, measurable goals will now be incorporated into the assessment plan that represent specific areas of emphasis as defined in AABI Criterion 3.10. These emphasis areas include the following:

1. Students
2. Program Mission and Educational Goals
3. Student Learning Outcomes
4. Curriculum
5. Faculty and Staff
6. Facilities, Equipment and Services
7. Aviation Safety Culture and Program
8. Relations with Industry

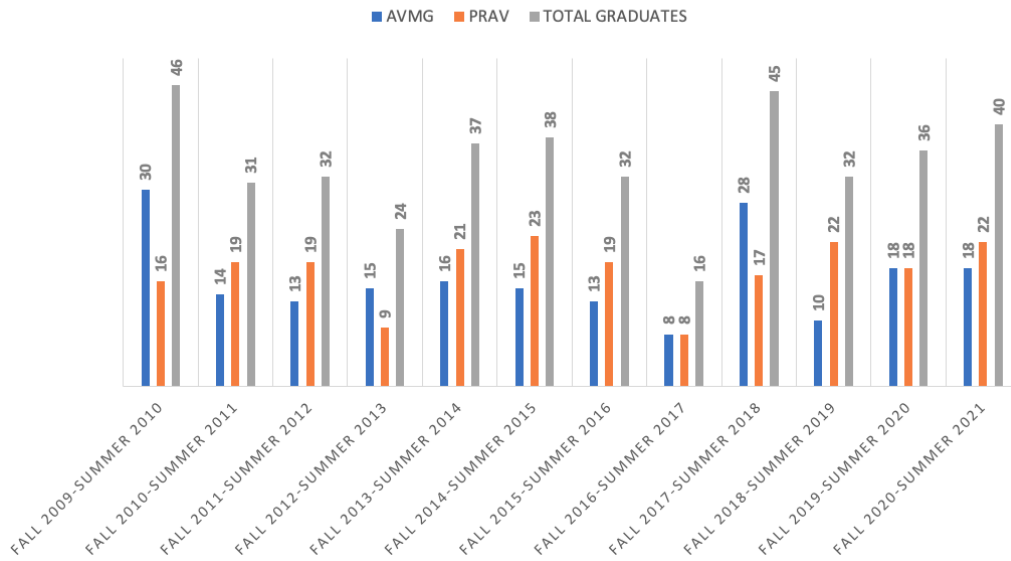
These goals will be published in the annual Program Assessment presentation and reviewed during each official Accreditation Committee meeting.

Graduation Rates

AVMG & PRAV ENROLLMENT FALL 2010 - SPRING 2021



AVMG & PRAV GRADUATES FALL 2009 - SUMMER 2021



Rates and Types of Employment of Graduates

In the last six years, we have produced 99 Aviation Management graduates. See Table 1 for the rates and type of employment of Aviation Management graduates. Of note, the graduate placement rate remained at 100% during this period.

Table 1

Rates and Type of Employment

Position	Number
Military	11
Airport Management	17
Corporate (business)	19
Graduate School/Additional Undergraduate	14
Aviation Maintenance	0
Non-aviation field	38

Note: Summer Quarter 2015 through Summer Quarter 2021.