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**

PRAV 01 Ability to pursue aviation careers beginning with entry-level careers in industry or government.

PRAV 02 Ability to solve complex and/or technical problems using mathematics, science, critical thinking and emerging technologies related to aviation.

PRAV 03 Ability to function effectively and ethically individually and in team situations.

PRAV 04 Ability to pursue continuing education/life-long learning through graduate studies or advanced aviation certificates, ratings, or training in related aviation fields.

PRAV 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:

<table>
<thead>
<tr>
<th>Standards Statement</th>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Meeting Standard</td>
<td>Greater than 5% under criteria</td>
</tr>
<tr>
<td>Meeting Standard</td>
<td>Within 5% of criteria</td>
</tr>
<tr>
<td>Exceeded Standard</td>
<td>Greater than 5% above criteria</td>
</tr>
</tbody>
</table>

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.
Rates and Types of Employment of Graduates

In the last four years, we have produced 71 Professional Aviation graduates. See Table 1 for the rates and type of employment of Professional Aviation graduates. Of note, the graduate placement rate remained at 100% during this period.

Table 1

Rates and Type of Employment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flight Instructor</td>
<td>56</td>
</tr>
<tr>
<td>Corporate</td>
<td>7</td>
</tr>
<tr>
<td>Airline</td>
<td>5</td>
</tr>
<tr>
<td>Military</td>
<td>2</td>
</tr>
<tr>
<td>Management</td>
<td>1</td>
</tr>
<tr>
<td>Non-aviation field</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Summer Quarter 2015 through Summer Quarter 2019.