

Program Educational Objectives

- Graduates who exhibit excellent aviation technical abilities.
- Graduates who conduct themselves in a responsible, professional, and ethical manner.
- Graduates who participate as active leaders and productive members of their community and profession.

Assessment Techniques utilized by the Aviation Education major

The assessment process is ongoing and data is collected and analyzed continuously throughout the aviation program and used to better foster student learning. The program uses the following techniques to gather both direct and indirect feedback on student learning.

Student data: At the end of each semester, the student database will be updated to include who has entered the program (identified by when they first took AVIA 170 or higher course if transferring in), and who has left the program, changed academic standing, or graduated. It will also include placement into positions after graduation. This database will be maintained by the accreditation coordinator with input from the admissions office, other faculty, and the Office of Institutional Research (as necessary to gather data). This database will be presented at the end of each semester as part of the assessment meeting, if trends are found, they will be addressed in this meeting to increase student success.

SDSU Aviation Program Assessment Findings: Each semester the SDSU Office of Assessment requires an Assessment Findings report to be submitted to their office. This form addresses the programmatic objectives and outcomes of each course. Along with the outcomes is a place to address how the program will improve for next year. These results will be disseminated to the SDSU Office of Assessment and will be shared among the Industry Advisory Board, the Aviation Program staff, and the Department Head.

Graduation (Exit) Interviews: Due to the relatively small size of the aviation program, all graduating seniors are encouraged to participate in a senior exit interview with the department head during their final semester. A list of standard questions is developed by the department head and the assessment committee. The interview is led by the department head, transcripts of the interview are prepared by the departmental secretary, and aggregate results are shared with the committee for analysis. A report is generated with responses from the assessment committee based on the input from the graduating seniors.

Senior Seminar Assignments: The aviation capstone course is the main source for aviation general outcomes assessment. This course is team-taught and all aviation faculty as well as other students will participate in evaluation of the final project. Since this course is the culmination of the entire prescribed aviation curriculum, the assessment of the capstone assignments, based mostly on rubrics, will determine changes necessary to other aviation courses. Due to the

integration of the new curriculum starting in the Fall 2012, evidence will be gathered for AVIA 489 in Spring 2016.

Student Survey: Aviation students are surveyed every other year during the fall semester. This survey is administered in lower level classes to ensure the largest amount of responses. The purpose of completing this survey is to gather relevant data about the current student population to make changes as necessary. (Scheduled for the Fall of 2013, 2015, 2017, 2019, 2021.)

Alumni Survey: Aviation alumni are surveyed every four years via an online survey tool. Every attempt is made to include all graduates of the aviation program. Because of the size of our program, we are able to gather qualitative data from our graduates on an ongoing basis in order to help close the loop on assessment. (Scheduled for 2012, 2016, 2020).

Course Summary Reports (CSR's): Course exams and assignments are used on a scheduled basis to lead faculty discussion and collaboration on student learning in the context of the specified outcomes. These assessments will help to ensure that graduates meet all accreditation standards (AABI 2.4) and Aviation Program objectives. Every fall and spring the Aviation program staff will meet to discuss each course summary report, which provides a summary of assignments, objectives, and artifacts for each course. From there the faculty will have a discussion on any changes that need to be incorporated or changes based on the findings of the CSR's. Additionally through this data, many of the Program Educational Objectives are measured, assessed, and reported.

FAA Flight Tests and Stage Check Pass Rates: Every year, stage-check completion rates are assessed to identify weak and strong areas in flight courses. Data is evaluated statistically as well as qualitatively through comments from FAA examiners and stage-check instructors. This is an indicator of both course student learning outcomes but also PEO's.

FAA Written Exam: Results from standardized FAA written exams are collected and analyzed for the following certifications: Private, Instrument, Commercial, Fundamentals of Instructing, Flight Instructor Airplane, and Instrument Instructor.

Aviation Industry Board: Toward the end of the spring semester, the Aviation Industry Board meets to assess the programmatic objectives and outcomes, and determine if any changes need to be made to ensure that students are prepared for a successful career in the aviation industry. Board members also conduct mock interviews with upper level students. At the end of the interviews, board members are asked to fill out an evaluative rubric on each student and also have an opportunity to debrief the students as a group about strengths and weaknesses.