


AABInternational

	The University of Oklahoma College of Professional and Continuing Studies
	Professional Pilot; Aviation Mgt; Air Traffic Control; Aviation Mgt - no fly
July 10, 2019	COMPLIANCE WITH AABI POLICY 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

SPECIALIZED ACCREDITATION by the Aviation Accreditation Board International (AABI)

Accreditation through the Aviation Accreditation Board International (AABI) is of utmost importance to the University of Oklahoma and to each and every stakeholder. Program accreditation by AABI demonstrates continuously that our program meets a defined set of general education and aviation core standards that not all collegiate aviation programs can meet. The relatives of our students and potential students, along with our current students and prospective students, along with our graduates are proud to know that The University of Oklahoma has been accredited by the specialized accretor AABI since 1997 and was one of the first of a cadre of institutions accredited through the only collegiate aviation accrediting body in the world (AABI).



What is the Aviation Accreditation Board International?

The Aviation Department's Bachelor of Science four concentration programs are accredited by the ***specialized accretor*** Aviation Accreditation Board International (AABI) of which OU is an educational member. The Aviation Accreditation Board International (AABI) is a nonprofit 501 © (3) organization that meets twice a year and sets standards for all aerospace programs taught in colleges and universities around the United States and around the world.

Designed by educators, industry and the FAA, AABI oversees the quality of aviation education courses submitted by member institutions. Programs that meet AABI standards are accredited for a five-year period.

Members of AABI are educators, customers, employees, regulators, manufacturers, research firms, and advocates. Ultimately, they are the people who teach and hire aspiring aviation industry professionals and are wholly invested and interested in raising higher education standards to those necessary for today's graduates entering the aviation professions.

What is Accreditation?

Accreditation ensures that professional programs achieve and maintain a level of performance, integrity, and quality that entitles them to the confidence of the educational community and public they serve.

In the United States this recognition is extended primarily through non-governmental, voluntary, institutional, or professional associations. These groups establish criteria for accreditation which member institutions ensure programs accommodate the associations prescribed criteria within their educational programs. AT the University of Oklahoma Department of Aviation we follow a yearly assessment plan which provides a process for continuous improvement based upon measuring many facets of the overall program to include: Curriculum, facilities, industry relations, student involvement, activity and outcomes, research, to name a few of the areas. The goal is to have continuous spiral-up assessment in that like in Total Quality Management (TQM) inputs are taken from many key processes and internal and external stakeholders so as to continually improve the program for the core stakeholders – our students.

Accreditation, which applies to institutions or programs, is distinguished from certification and licensure, which apply to individuals. Although accreditation is basically a private, voluntary process, accrediting decisions are used as a consideration in many formal actions by governmental funding agencies, scholarship commissions, foundations, employers, counselors, and potential students.

Accrediting bodies have, therefore, come to be viewed as quasi-public entities with important responsibilities to the many groups who interact with the educational community.

Generally there is two types of accreditation:

Institutional accreditation is granted by regional and national accrediting commissions of schools and colleges, which collectively serve most of the institutions chartered or licensed in the United States. These commissions and associations accredit the institution as a whole.

Specialized accreditation of professional and occupational schools and programs is granted by commissions on accreditation established by national professional organizations.

Each of these groups has its own distinct definition of eligibility, criteria for accreditation, and operating procedures. However, all have undertaken accreditation activities primarily to ensure that the members of the profession or occupation have received the highest level of educational preparation possible.

The Aviation Accreditation Board International (AABI) ***is a specialized accrediting*** organization comprised of representatives from all segments of the aviation field

More information on AABI can be found at the website:

See AABI's website here: www.aabi.aero

Who Benefits from the Membership of AABI?

- Participate in the improvement of America's aviation education infrastructure
- Network with representatives from every aspect of the aviation industry and develop important new contacts for programs faculty and students
- Provide and collect valuable feedback through AABI contacts
- Enhances graduates marketability
- Gain greater industry insight and develop an expertise in aviation career planning
- Offers students clearer paths to their career goals
- Improve opportunities for scholarships
- Build stakeholders confidence

AABI Accreditation **Process:**

1. The institution must be a member of AABI to be eligible for accreditation – The University of Oklahoma has been a member for 21 years (2018)
2. The institution submits an application for reaffirmation of their programs every 5 years.
3. Accreditation Committee Chair determines the institution's status (full selfO study, additional information required, or denied).
4. The institution completes a yearlong selfstudy to measure it's outcomes towards meeting established AABI program criteria.
5. .The AABI Accreditation Committee reviews the selfO study.
6. The program receives a site visit from a team of AABI industry and educator members to validate the self study and note program's strengths and weaknesses (areas of possible improvement or make Recommendations if findings find the program is not meeting AABI criteria measures.
7. The institution receives / reviews the report and must address any AABI recommendations
8. The AABI Accreditation Committee recommends program status to the full board of trustees of AABI who then passes judgment on accreditation of institutional aviation programs for a period of five years. Programs continue the process every five years for reaffirmation.

The OU Assessment Process

The measures for program assessment employed by the department are new graduate surveys, internship evaluation surveys from employers, alumni surveys, Industry, Faculty and Student Advisory Board inputs, Mock Interview assessments, Safety Committee inputs through our integrated aviation SMS program, annual faculty outcomes assessments of each course, student eValue assessments of each course; CFR 14 Part 141 and 61 stage check evaluations, FAA practical examination results, FAA Computer Knowledge examination scores, FAA Primary Operations Inspector and Maintenance Operations Inspectors feedback; flight student feedback post certification surveys, annual SMS climate assessment student survey, and program

outcomes assessments for each program (Professional Pilot, Aviation Management Flying; Aviation Management Non Flying and Air Traffic Management).

Many of the processes and measures listed above for program assessments have aided in making improvements to our program facilities, curriculum, instruction, processes and procedures in all four of our program concentrations. The measures derived from internship employer evaluations, student and faculty feedback, alumni feedback, External Advisory Board recommendations, and industry feedback (through close association with aviation associations to include AABI and University Aviation Association) have all contributed to curriculum and program changes. Also, modifications and enhancements of the flight FAA Training Course Outlines (TCOs) have taken place on a regular basis through inputs from our assessment processes (FAA written, FAA practical (flight) weak area trend analysis). The annual faculty outcomes assessments, new graduate surveys, and student evaluations of each course have helped to make changes within most course syllabi. Our interactive, proactive SMS program has yielded numerous positive, proactive measures to adjust policies, procedures and use of lab equipment. With the positive, proactive promotion all aviation students are a part of the OU SMS program and have heightened awareness of the role they play in our organizations commitment to operational excellence with risk mitigation.. At least once a year the faculty advisory board will conduct an outcomes assessments presentation for each concentration program for all faculty and instructors so we can compare and analyze data which relates to our Program Educational Goals.

Some examples of tangible “closing the assessment loop” from assessment to improve the program for our students:

- Added 8,000 square feet – two new classroom areas and one new simulation center (2012, 2013)
- Brought on a modern FAA equivalent FAA Tower cab simulator for tower operations simulation thus bringing our ATC program up to offering all phases of ATC simulation (2012). Opened up Aviation simulation center (late 2013) on north campus and consolidated all aviation simulation equipment (Tower cab simulator; Enroute ATC simulator; FAA flight sim (AATD) into the complex. Extremely popular with all students taking flight and ATC simulation events.
- Increased number of faculty
- Bolstered aviation management courses
- Added an Introduction to UAS course
- Added an Aviation Orientation course to help students jump start their understanding about aviation professions and the interrelationships among the aviation professions and finally to help them more quickly assimilate to the department of aviation, airport and OU learning environment.
- Added new student reading areas and study areas with additional private pre and post flight debrief rooms/areas for study and FAA evaluations
- Boosted Wi-fi to all aviation buildings
- Incorporated EFB (electronic flight bag) instruction and options to use EFB in all flight courses beyond private pilot

- Continued student advocacy for Green Initiatives through student clubs – OU continuous bus service to airport every hour on the hour for 13 hours each day from 7 AM to 8:30 PM
- Students sit and serve on the SMS committee which meets monthly – numerous process and procedural improvements have been overseen and even suggested by students. One was to replace the tie down rope system with tie down straps to reduce FOD.
- CFI's can directly measure SMS knowledge through individual use of the online (aviation website) safety corner monthly discussion article
- Continuing on our SMS and Risk Management journey – students suggested and department agreed that all OU aviation flights should complete the risk management assessment before each flight and attach it to each flight's weight and balance. Critical step in the maturation of the individual PIC responsibly towards single pilot CRM and crew CRM within the confines of SMS and departmental SOPs.
- Students initiative to create a Sooner Chapter of the Air Traffic Control Association to couple with already OU student organizational groups of AAAE, Sooner Aviation Club and NIFA flight team. Women Aviation International chapter established 2015.
- Student initiative to suggest better signage for north campus/airport buildings (specifically the 5 used by the Department of Aviation). This proposal is "in progress"
- The departmental 24/7 suggestion box is always available to students, faculty and instructors, and staff. We have had several good suggestions come via this simple but highly effective and important process/tool to collect good ideas from all of our stakeholders – truly ensuring that the program is "our stakeholders program"
- Student internship surveys are used to improve the internship program
- To improve student communication of departmental advising and happenings the student advisory board and faculty/instructor board together with advising and staff developed the weekly Monday AM "E" blast. Essentially an electronic bulletin board of key events and information on scholarships, internships, and aviation club and aviation association happenings.
- Embracing social media the department hosts a facebook page to post recent student accomplishments and make announcements to help communicate and inform.
- Our annual climate safety assessment survey typically has over a 70% reply of flyers response rate and outcomes reflect a very positive safety culture of awareness and attitudes towards safety, risk mitigation and reporting.
- Continually enhanced outreach aviation education efforts through the department's Sooner Flight Academy providing opportunities for aviation students to teach within the program. Program reaches over 7,000 K – 12th grade students annually – thus doing our part to help ensure future talent considers aviation as a valid career choice.
- With help from advisory boards became the first public university in the nation to sign the Pilot pipeline agreement with Envoy Airlines (then American Eagle) (Summer 2013)
- Listed below is the known employment distribution for The University of Oklahoma Department of Aviation for the past three years (Spring 2011 through Fall 2013) by area of major concentration:

Key Metrics (Measures) of Student Assessment

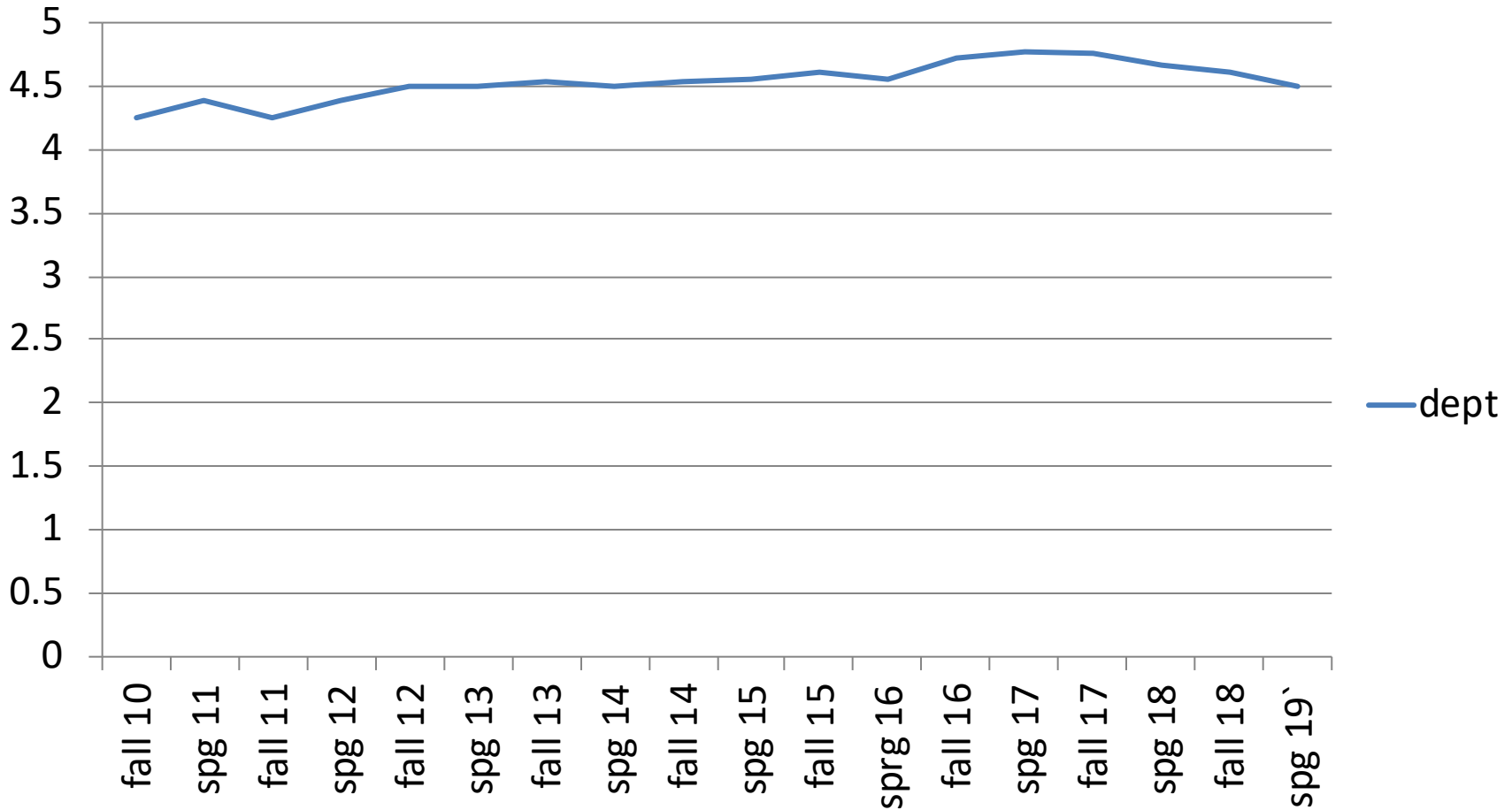
End of Semester OU eValuate & Graduate Exit Survey Metrics 2010 – 2019 (Spring 2019) *Anonymous Inputs*



July 10 2019

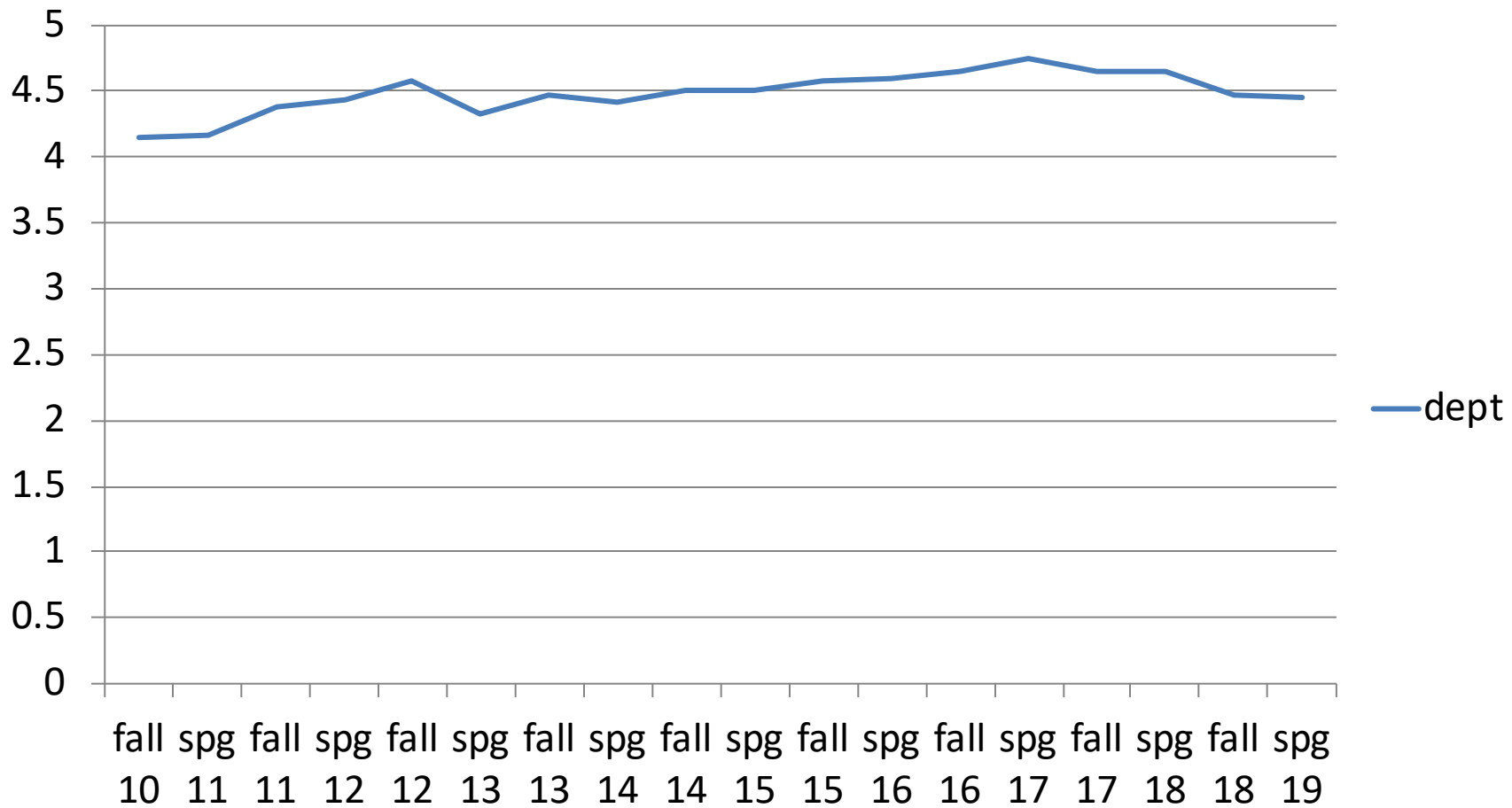
BS Degree is Preparing me for a Position in Aviation

Source: ALL Students eVAluate



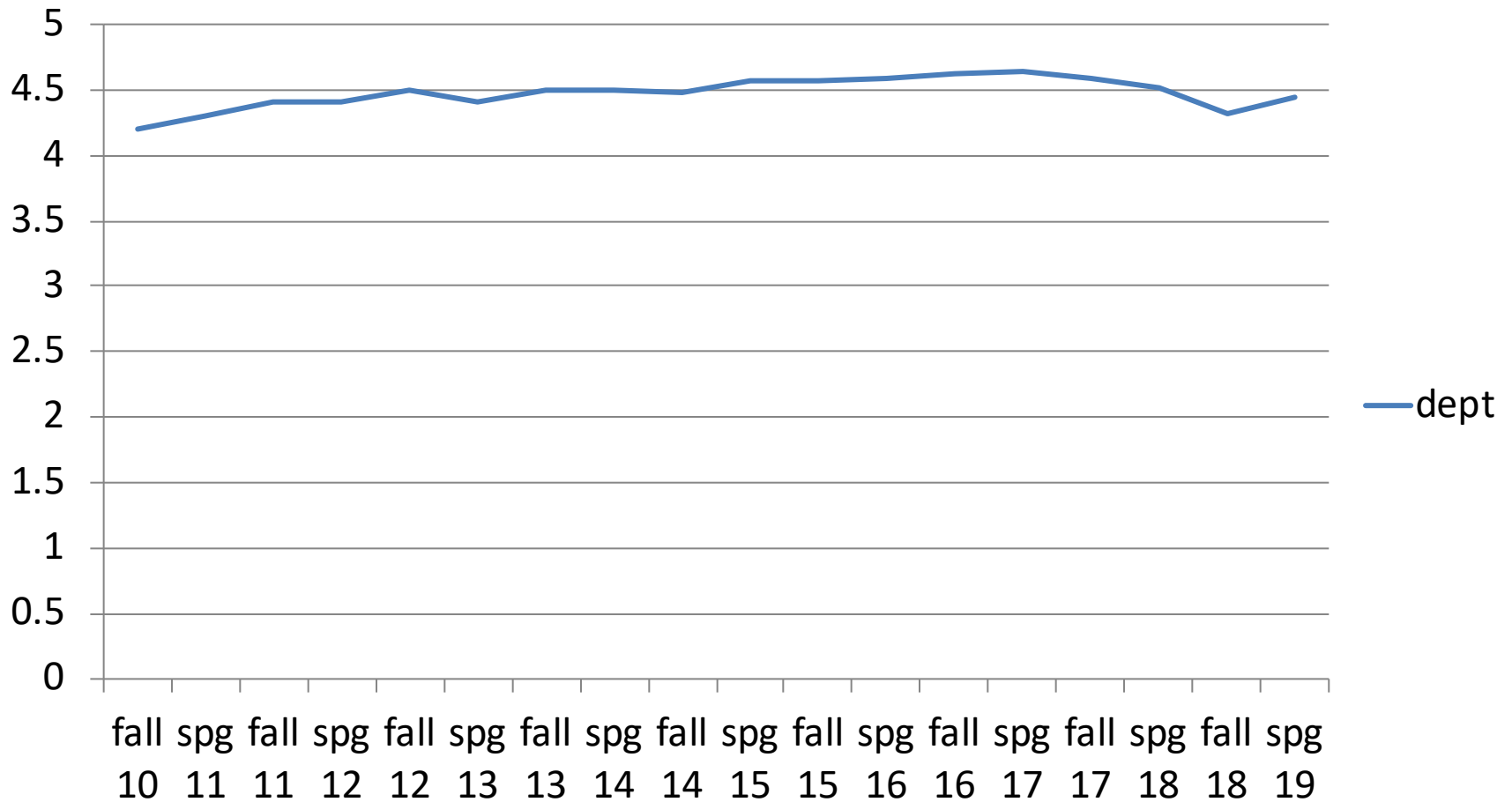
Instructors Clearly Communicate Expectations for entry into the Aviation Industry

Source: ALL Students eValueate



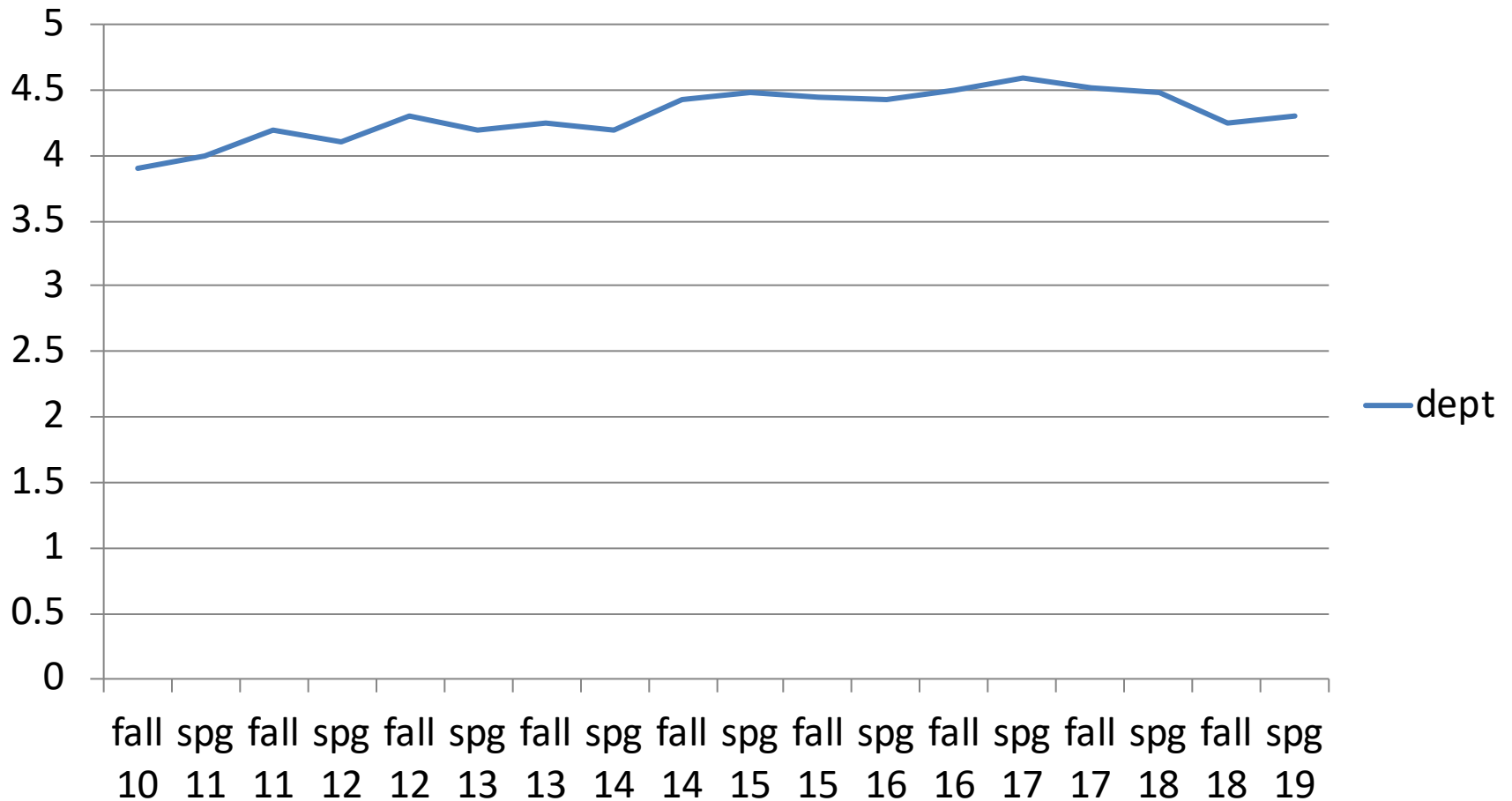
Instructor is Available Outside of Class

Source: ALL Students eVAluate



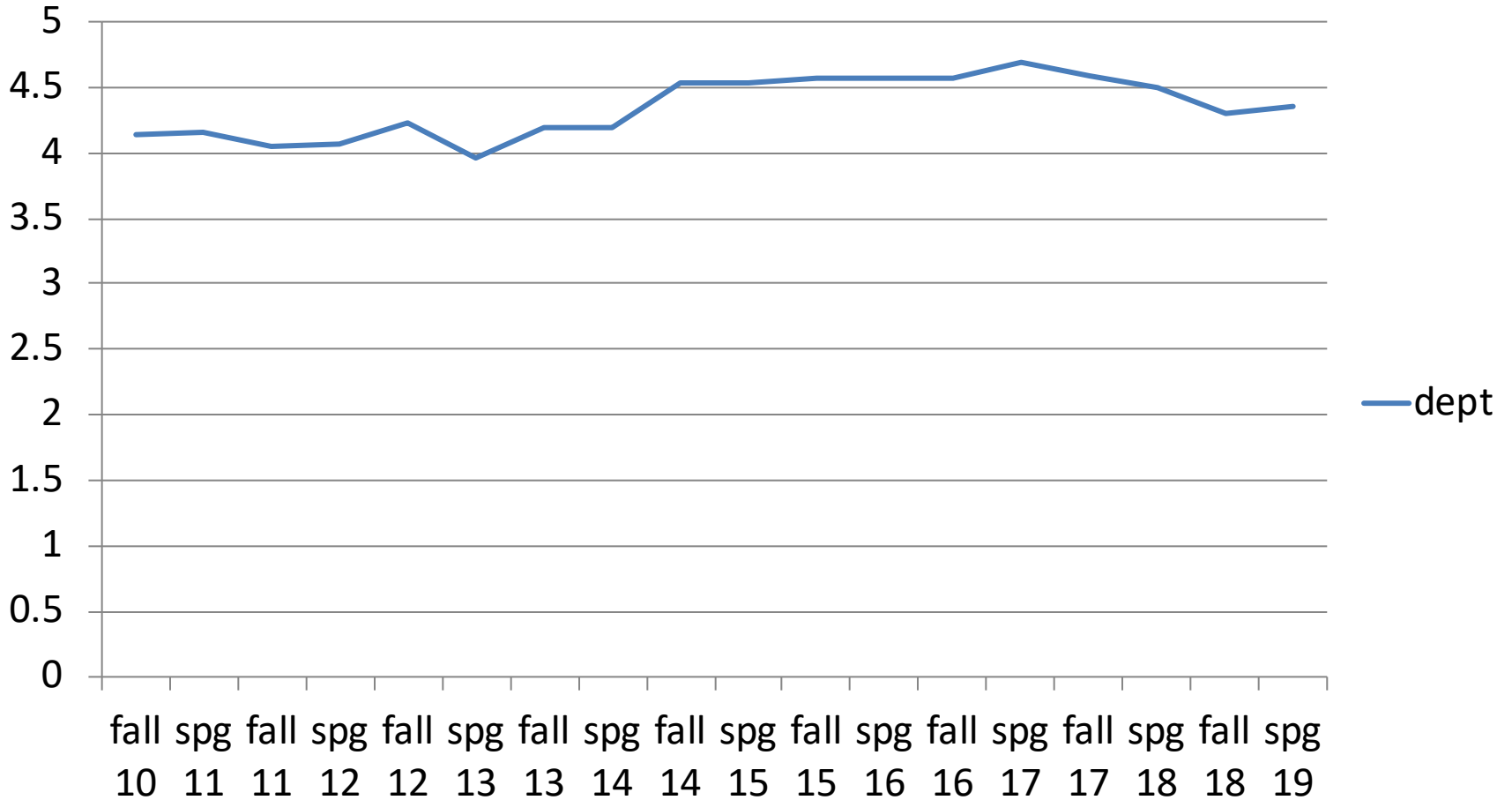
Instructors Use Effective Teaching Methods

Source: ALL Students eValueate



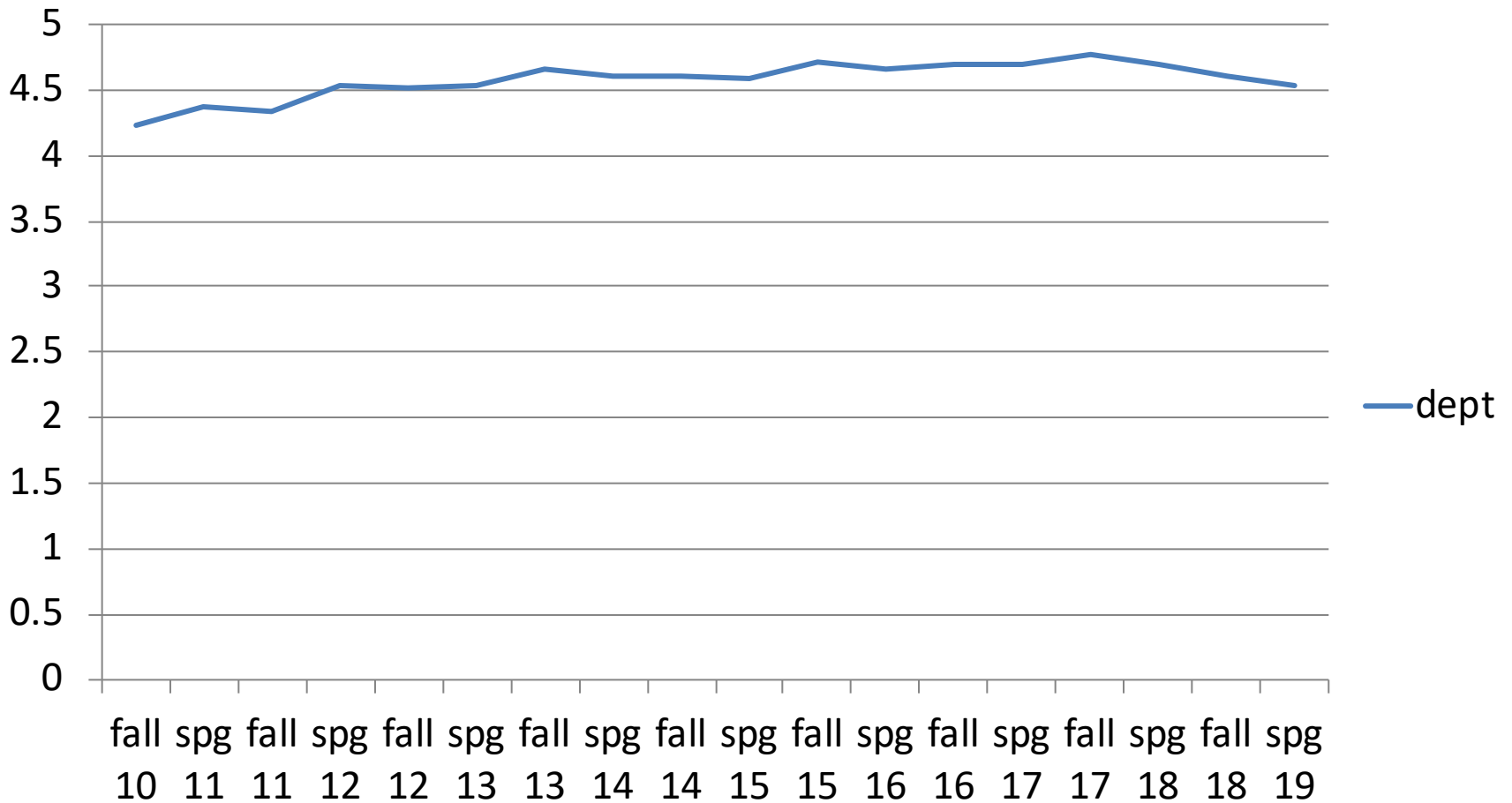
Instructor is Consistently Well Prepared and Organized

Source: ALL Students eVAluate



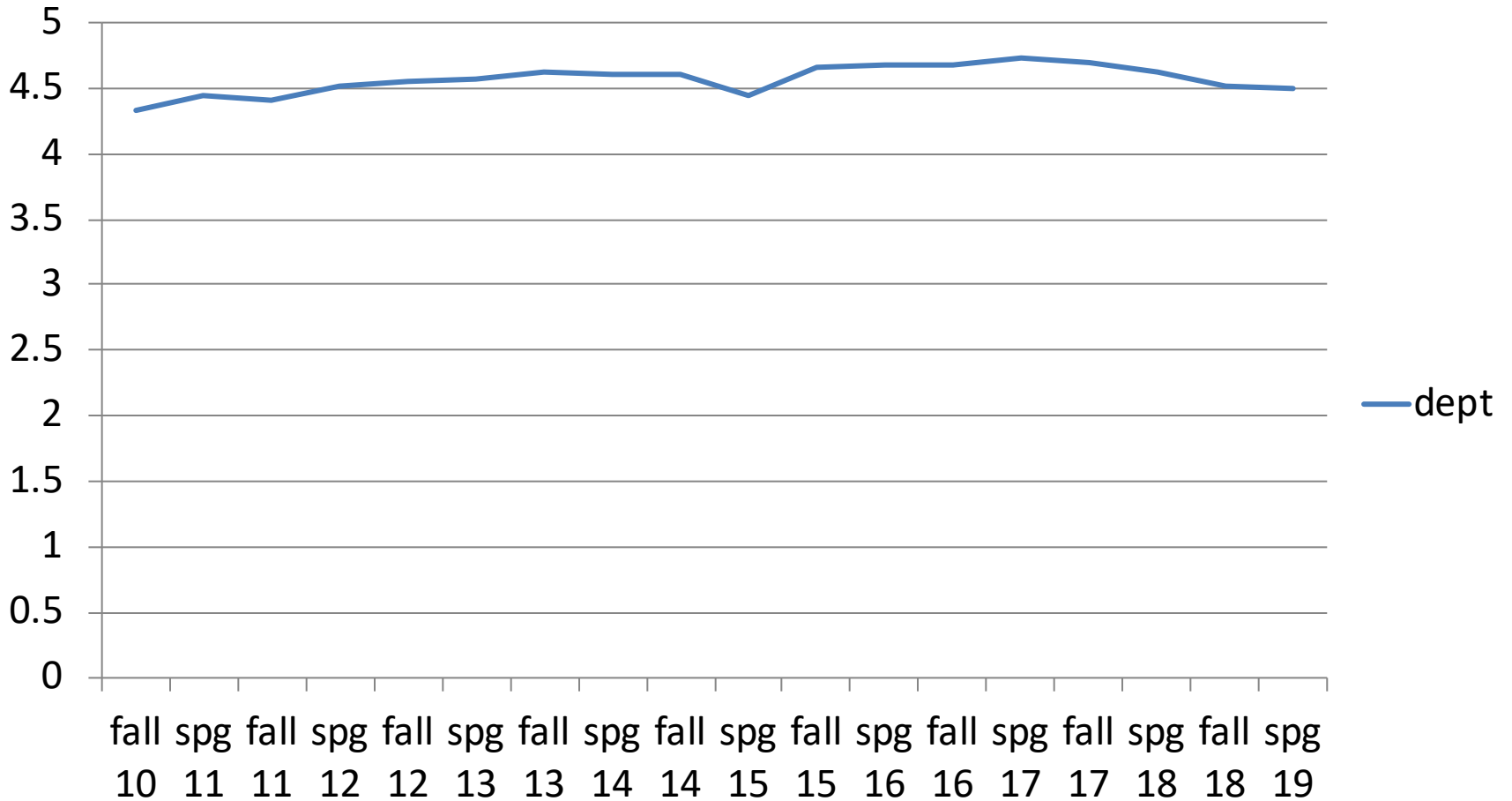
Advising is Effective

Source: ALL Students eValuate



Office Staff Helpful / Effective

Source: ALL Students eValuate

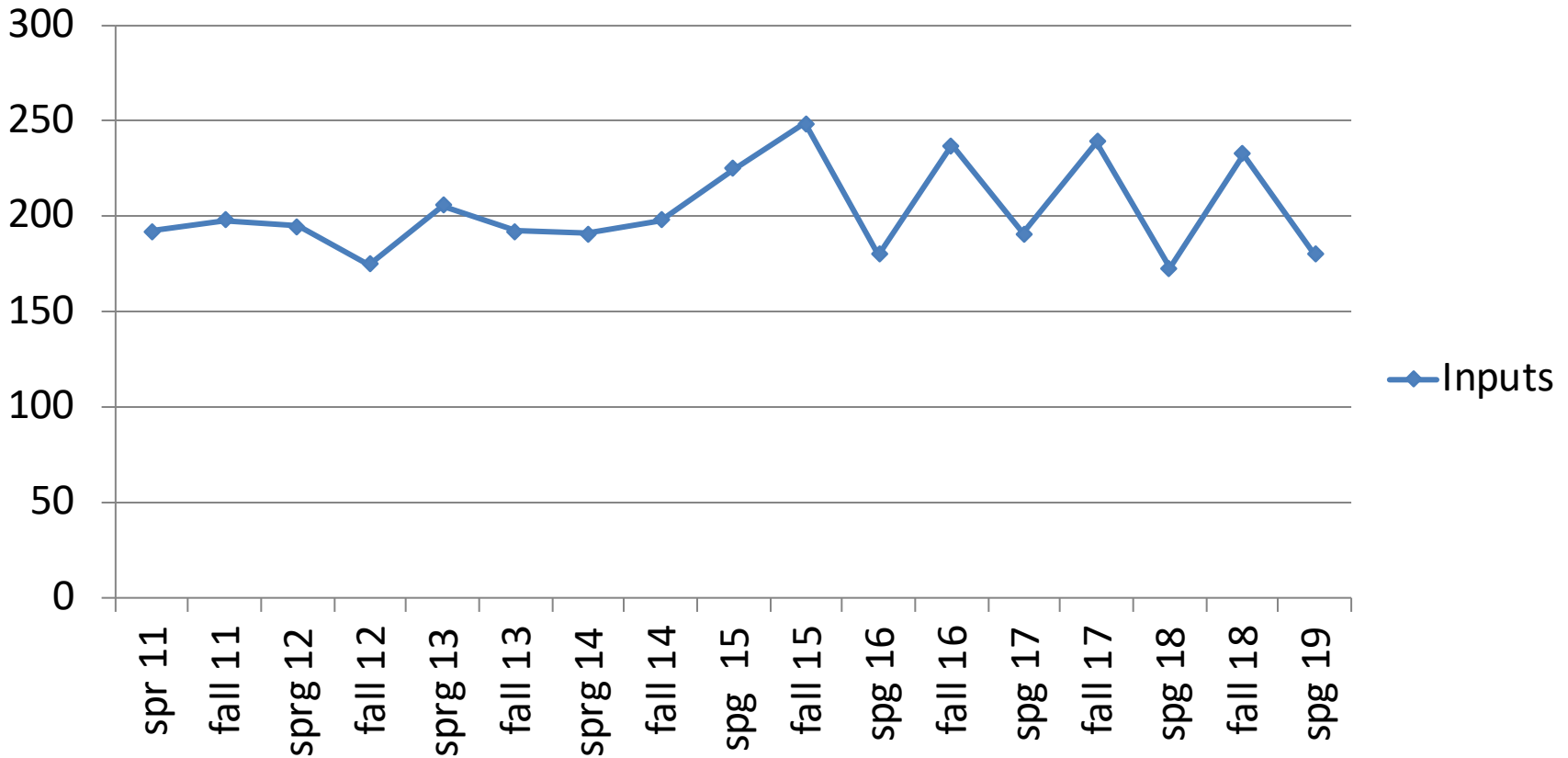


Total Student Survey Responses

Source: ALL Students eValueate

NOTE: Some students would repeat

Inputs



Graduates Exit Survey Results

Program Criteria Questions

- **Program Outcomes Assessment** centers on assessing student learning and related educational experiences to determine the extent to which students have acquired the knowledge, skills, values and attitudes associated with their majors or academic programs of study.

Graduates Exit Survey Results

Program Criteria Questions

- **Assessment of Student Satisfaction** is aimed at gathering feedback from students regarding their educational experiences at OU.
- The surveys provide valuable information for evaluating and improving academic programs as well as student services

Experiences Questions Ratings

Experiences Questions Ratings

Graduating Students rate 11 areas as 1 (weak) to 5 (strong)

- Quality of courses / curriculum
- Availability of courses
- Instructors Teaching methods
- Aviation Advising
- Main Office Staff
- Hands on Projects
- Aircraft condition
- Sim or ATC Sims (lab)
- Class Size

- NOTE These are from the semester typical graduating Seniors taken anonymously out of the CAPSTONE course enrollment. These questions mirror many of the OU eVALuate questions but the OU eVALuate is open to ALL OU aviation students.

Experiences Questions Ratings

Spring 19 class (15 replies)

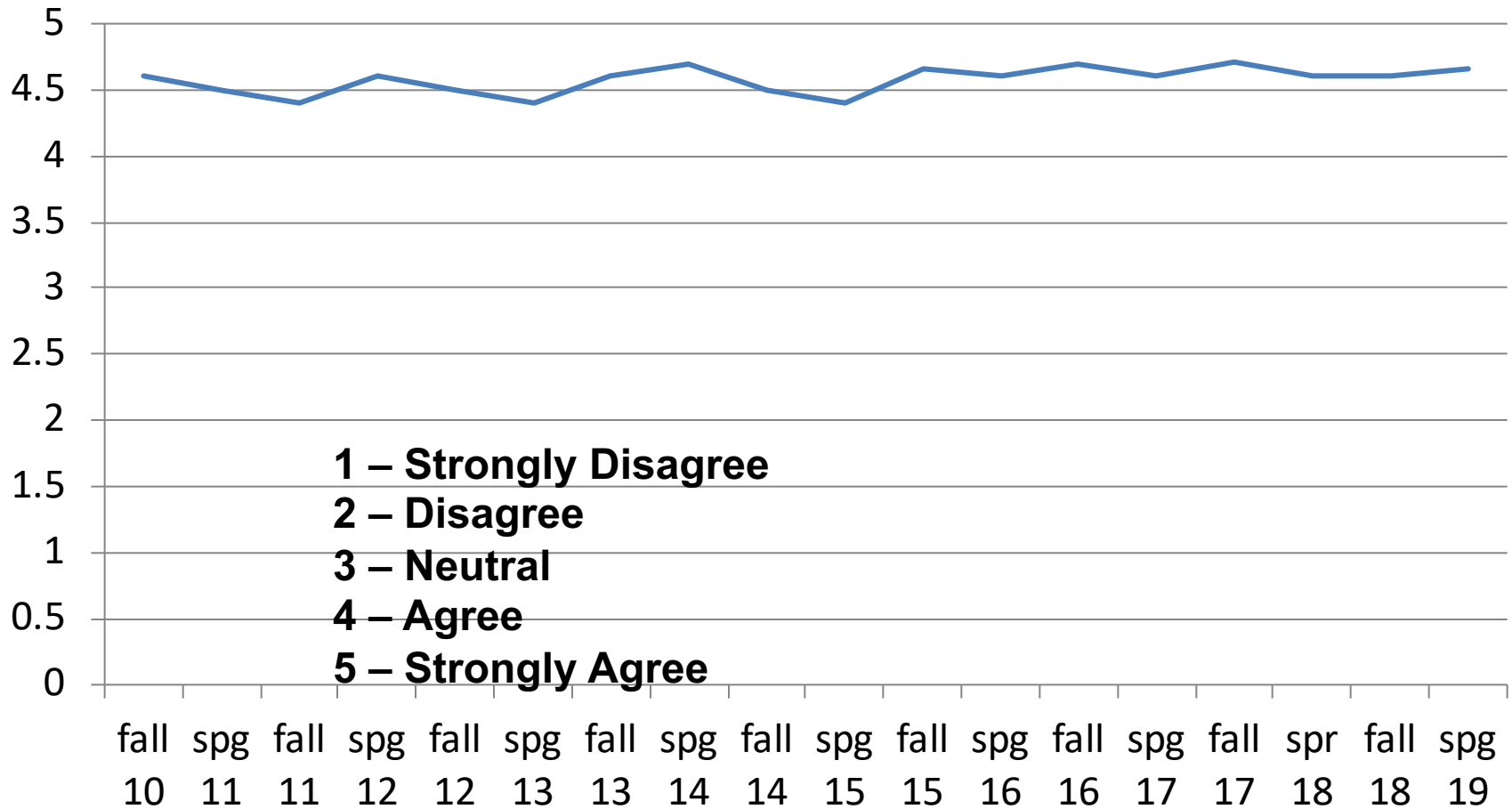
Graduating Students rate 11 areas as 1 (weak) to 5 (strong)

- Quality of courses / curriculum 4.5
- Availability of courses 4.0
- Instructors Teaching methods 4.52
- Aviation Advising 4.85
- Main Office Staff 4.5
- Hands on Projects 4.0
- Aircraft condition 4..5
- Sim or ATC Sims (lab) 4.1
- Class Size 4.8

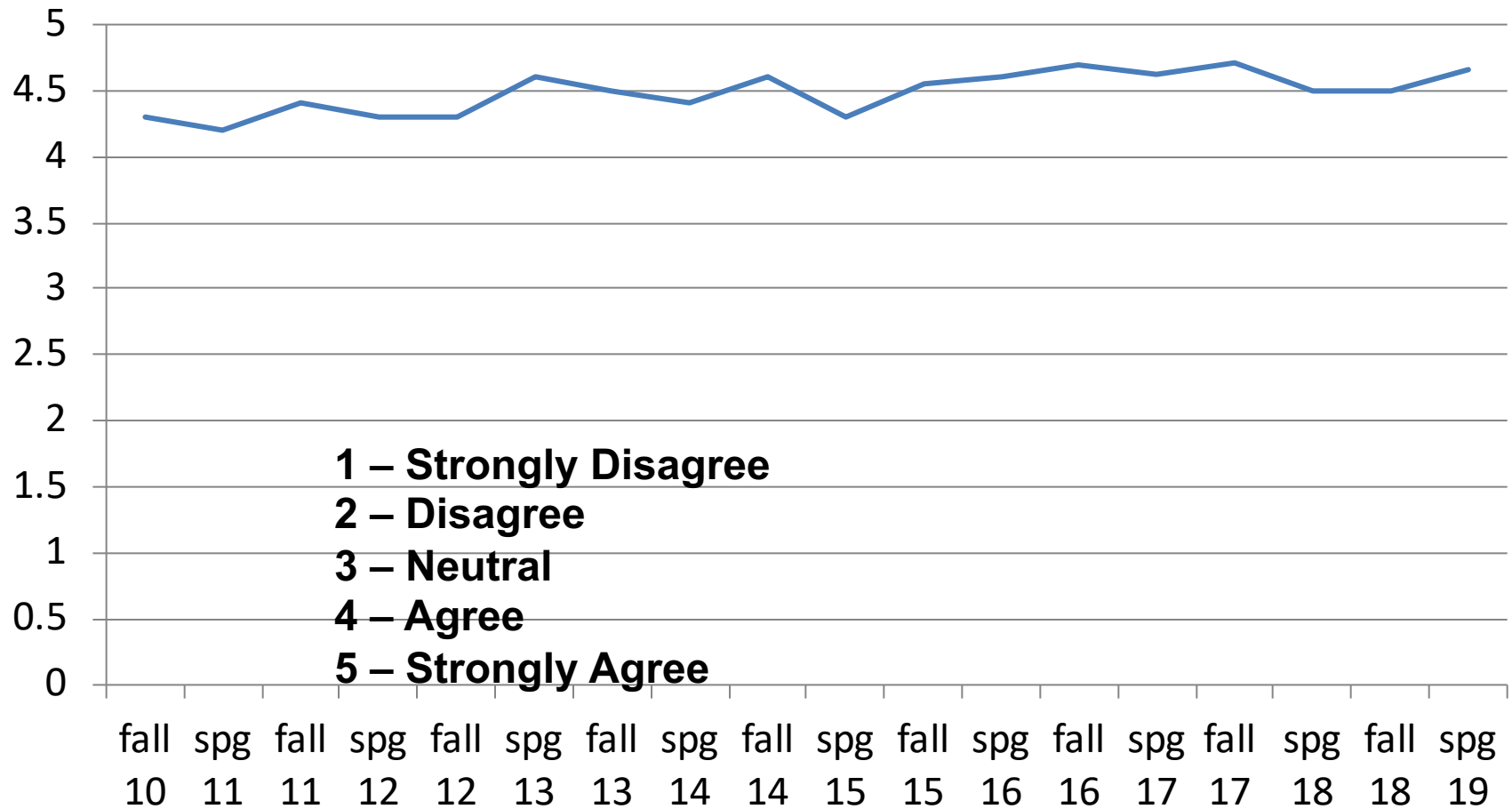
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Graduation Class
Anonymous Assessment of
Program Outcomes Statements

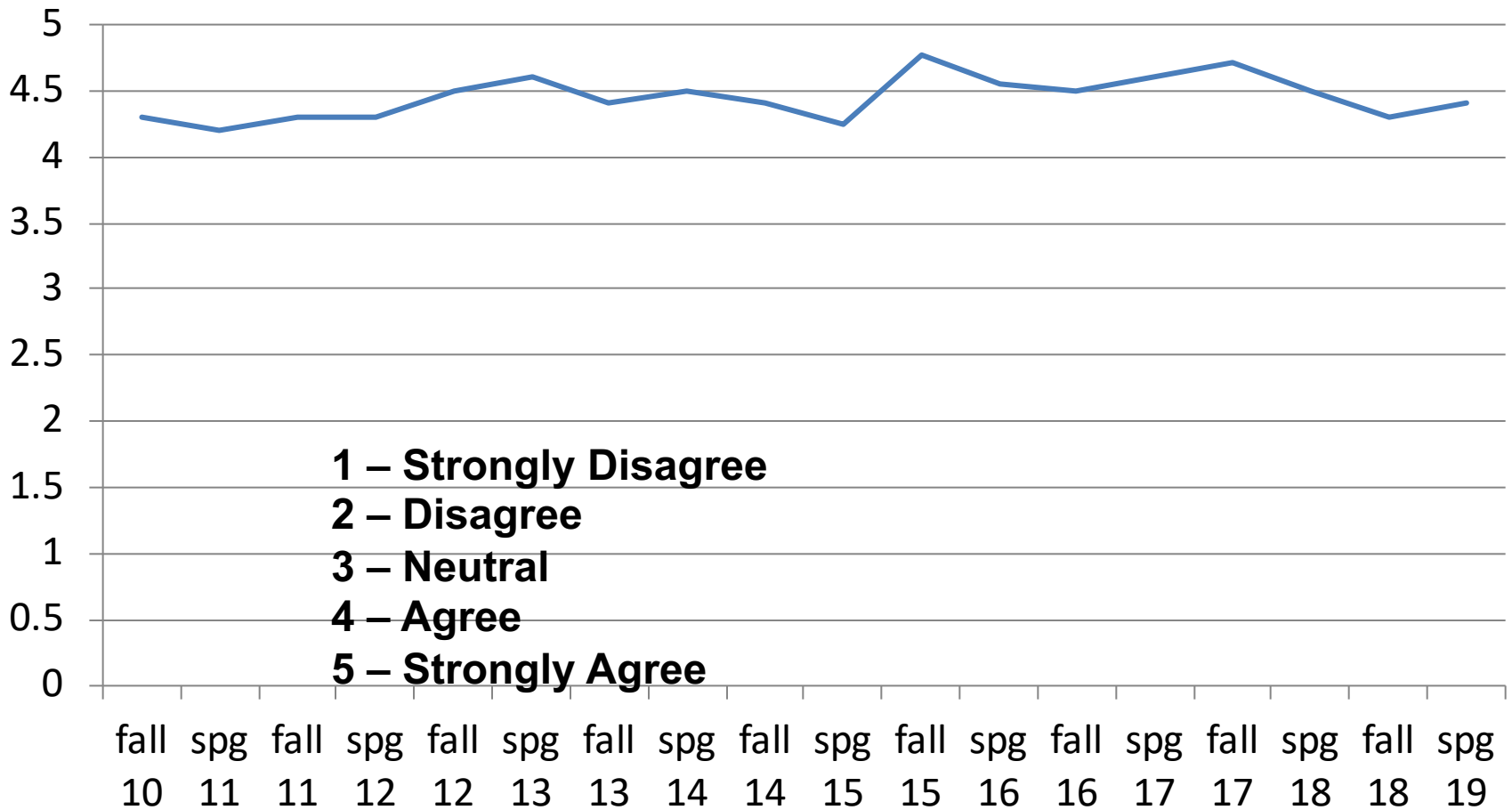
I have acquired the basic principals of aviation and relevant program sciences?



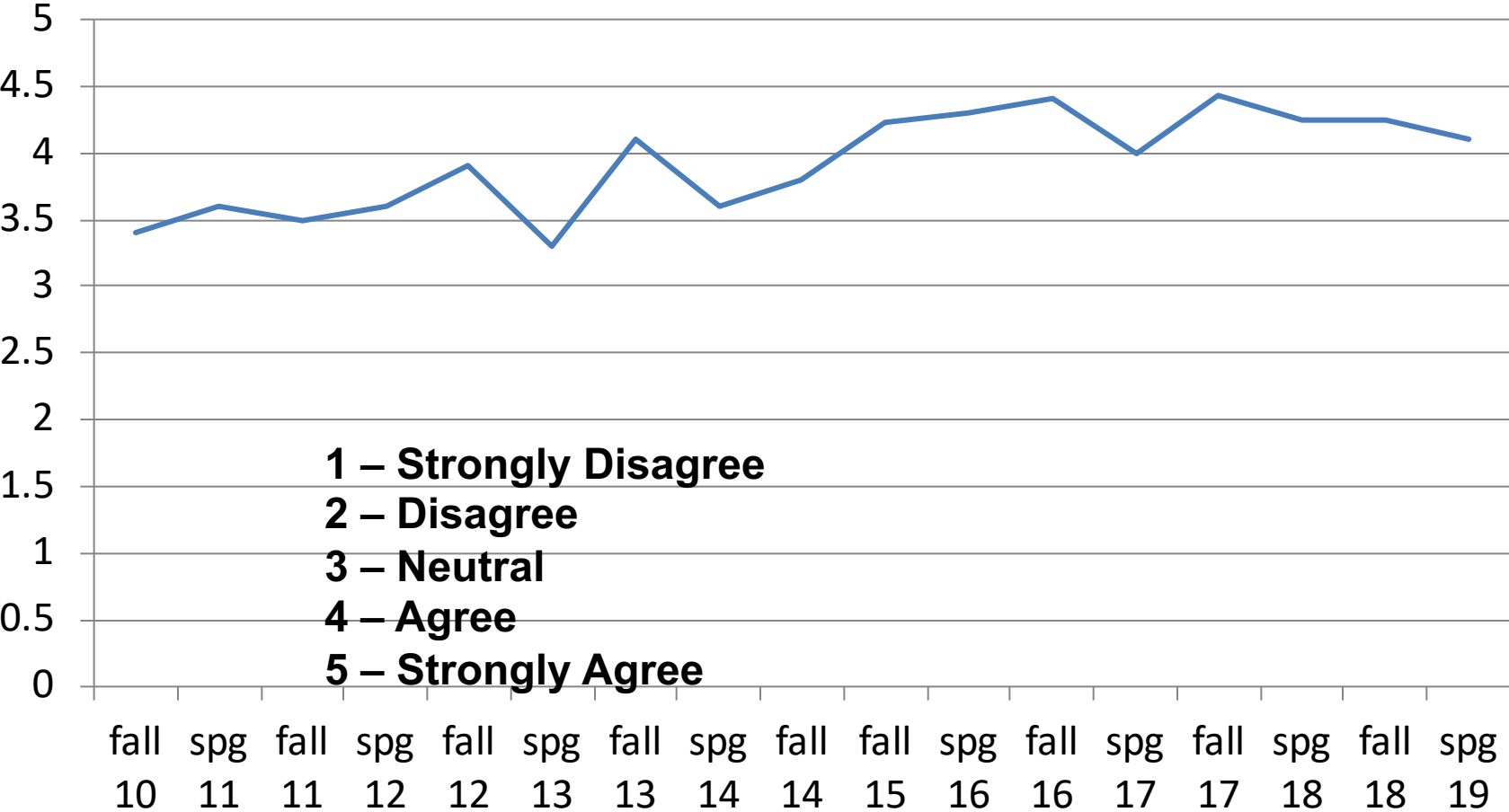
I have gained an in-depth knowledge of the aviation subjects related to my concentration and am prepared to adapt to changing technologies



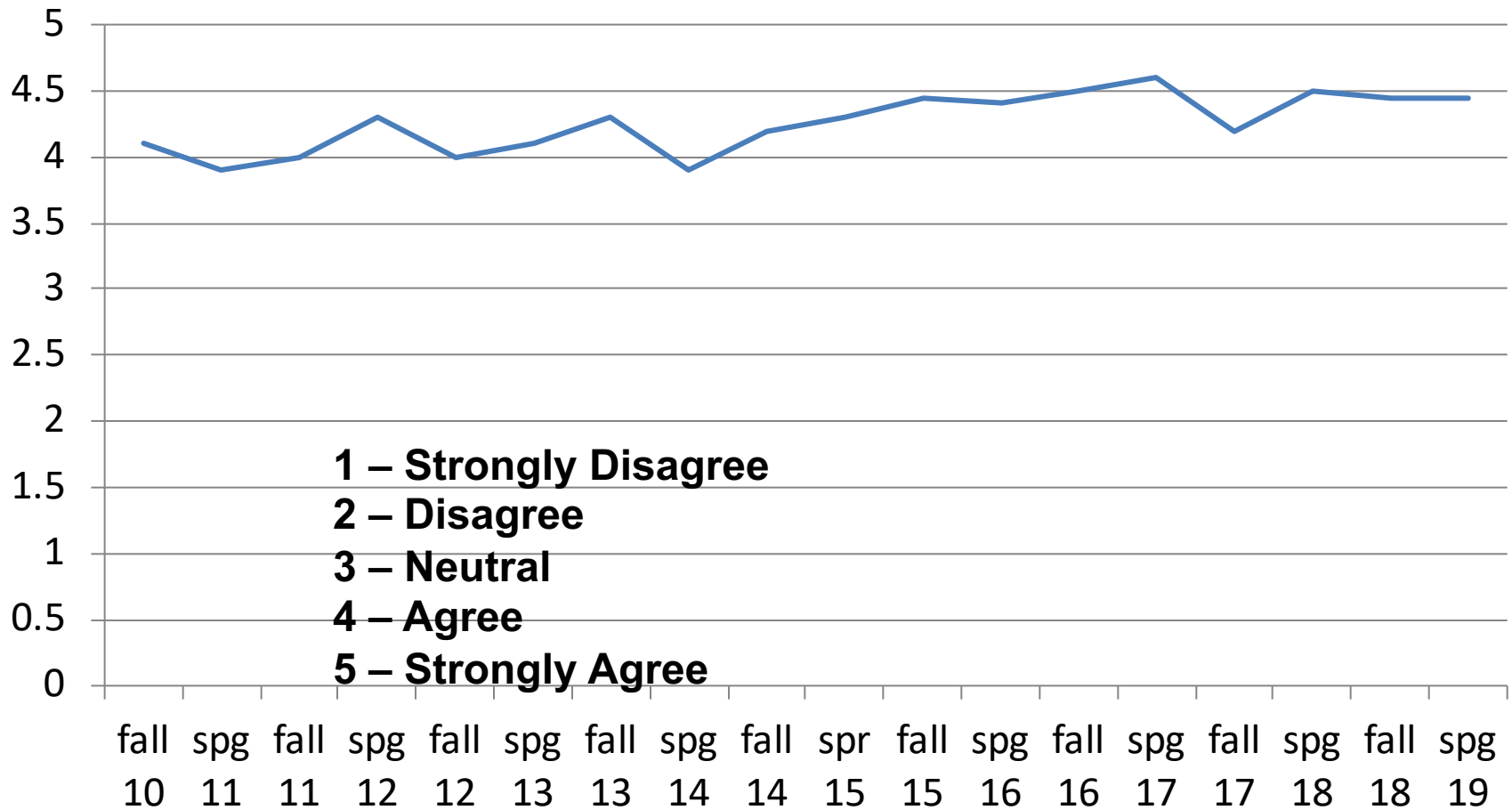
I have had the opportunity to apply and practice the aviation knowledge I have gained



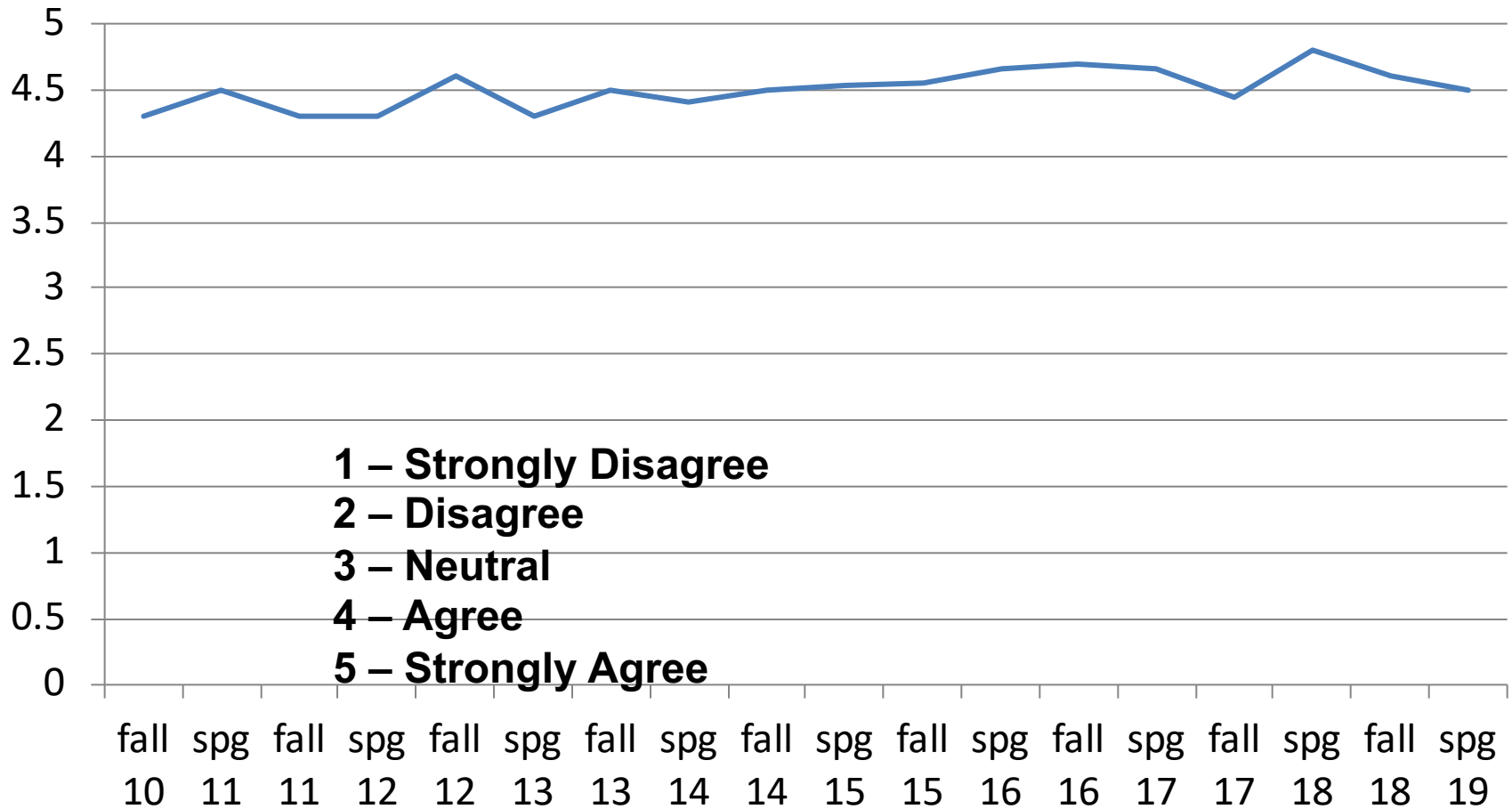
I have been exposed to the practice and constraints of contemporary industry both national and globally



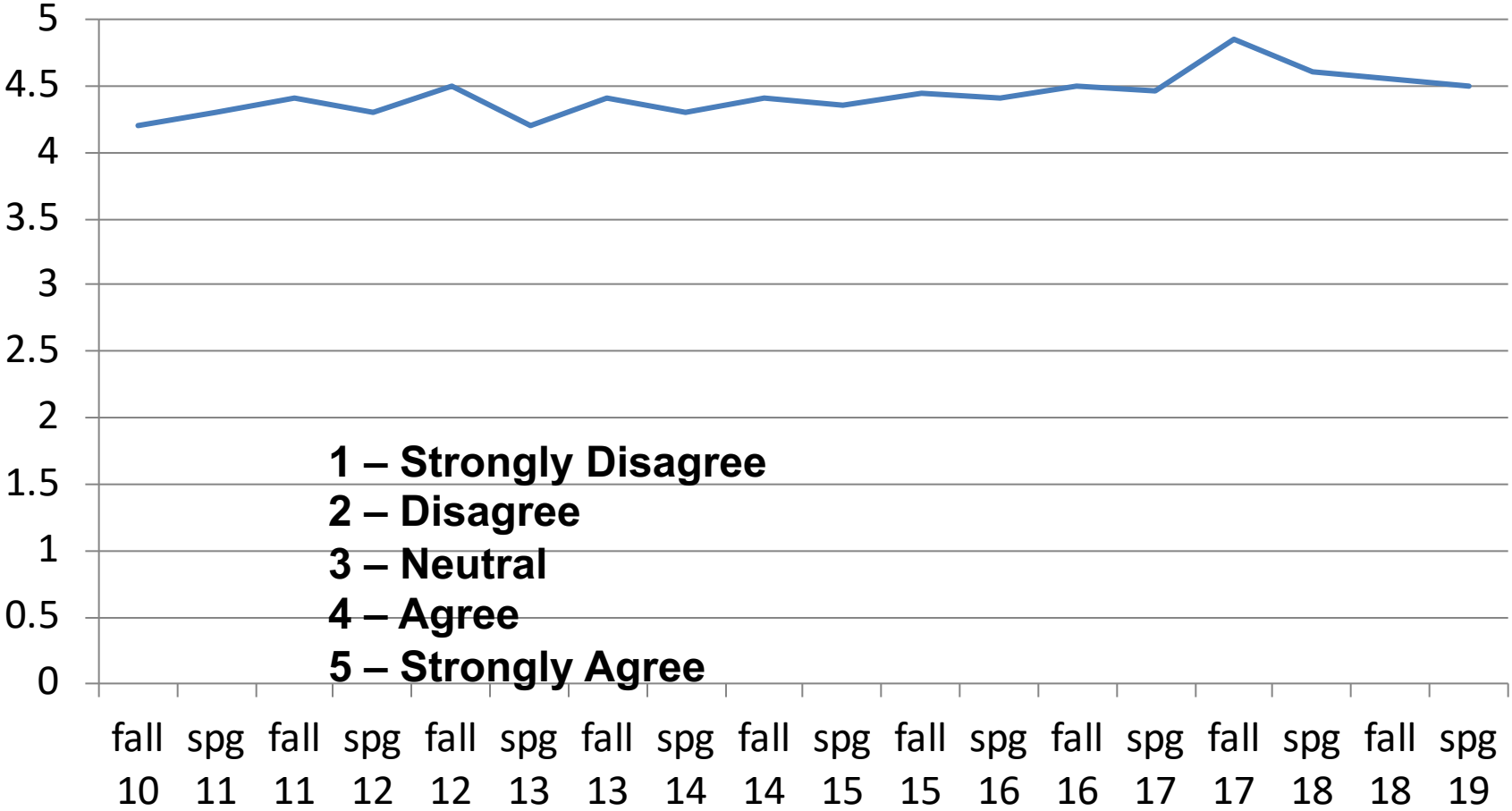
I have had the opportunity to learn leadership, management, entrepreneurial skills and professional ethics



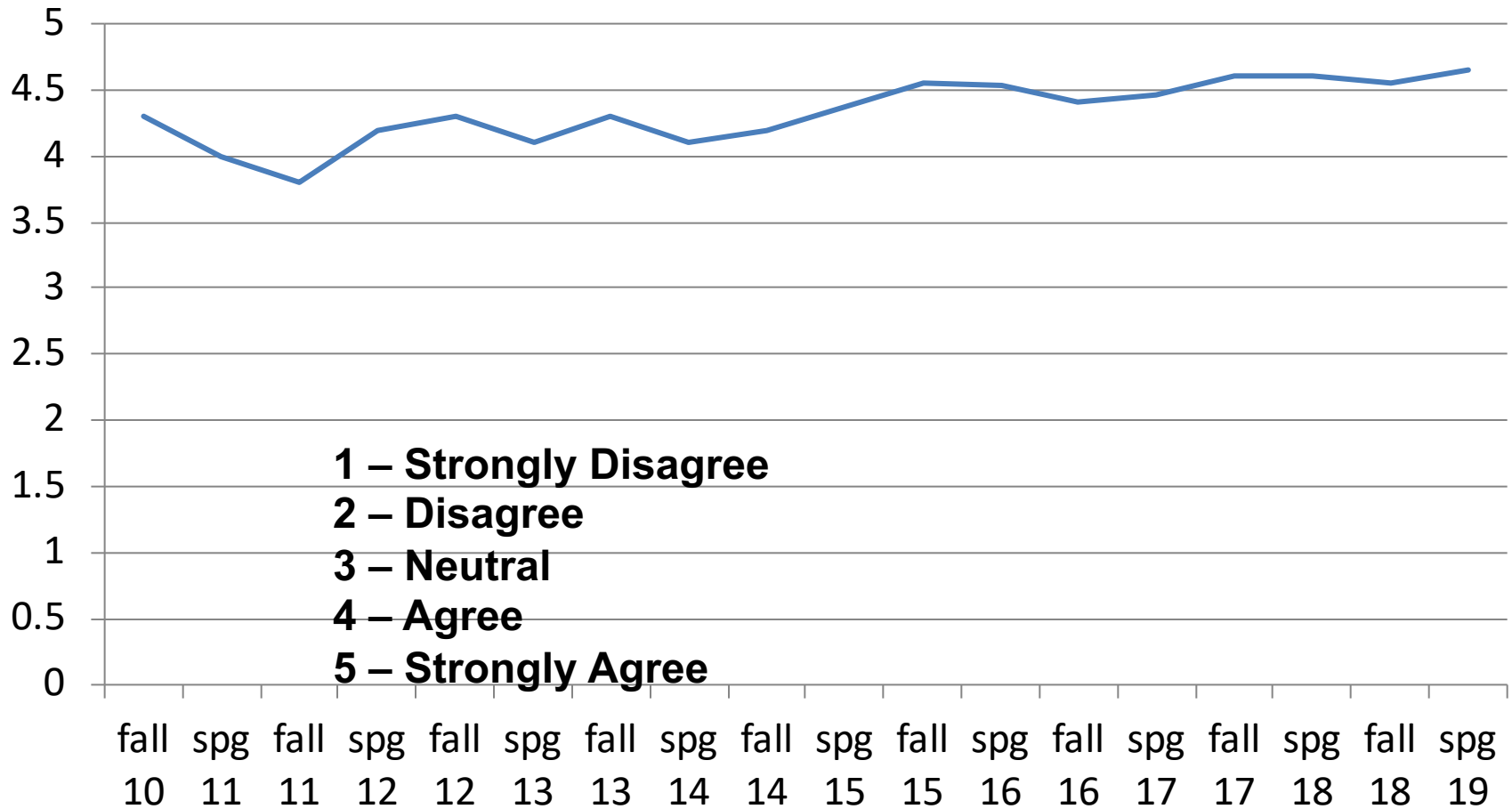
I feel I will be able to apply my aviation knowledge to my core competency in my chosen career field



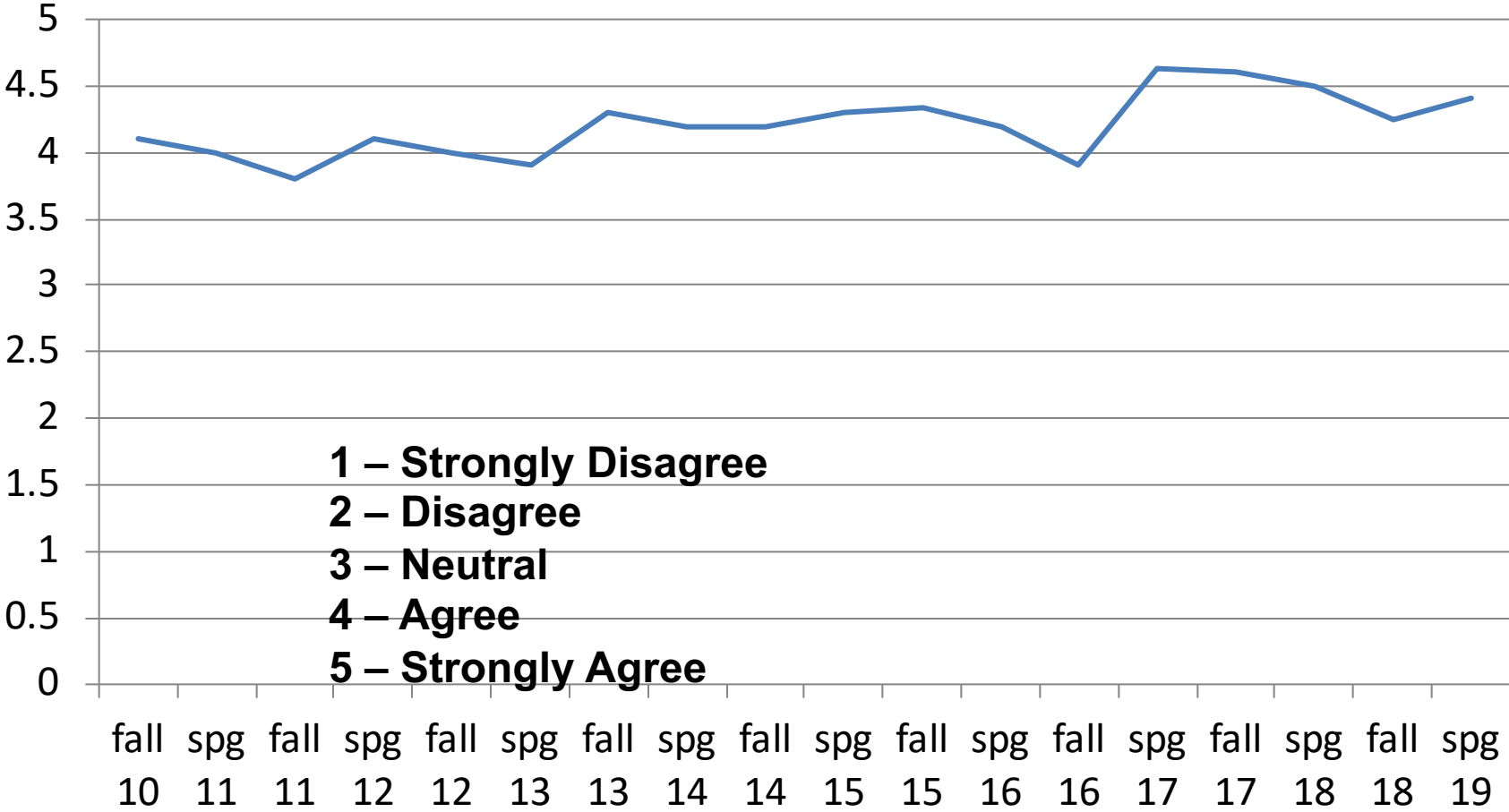
I have the education necessary to work on individual and team-oriented design problems



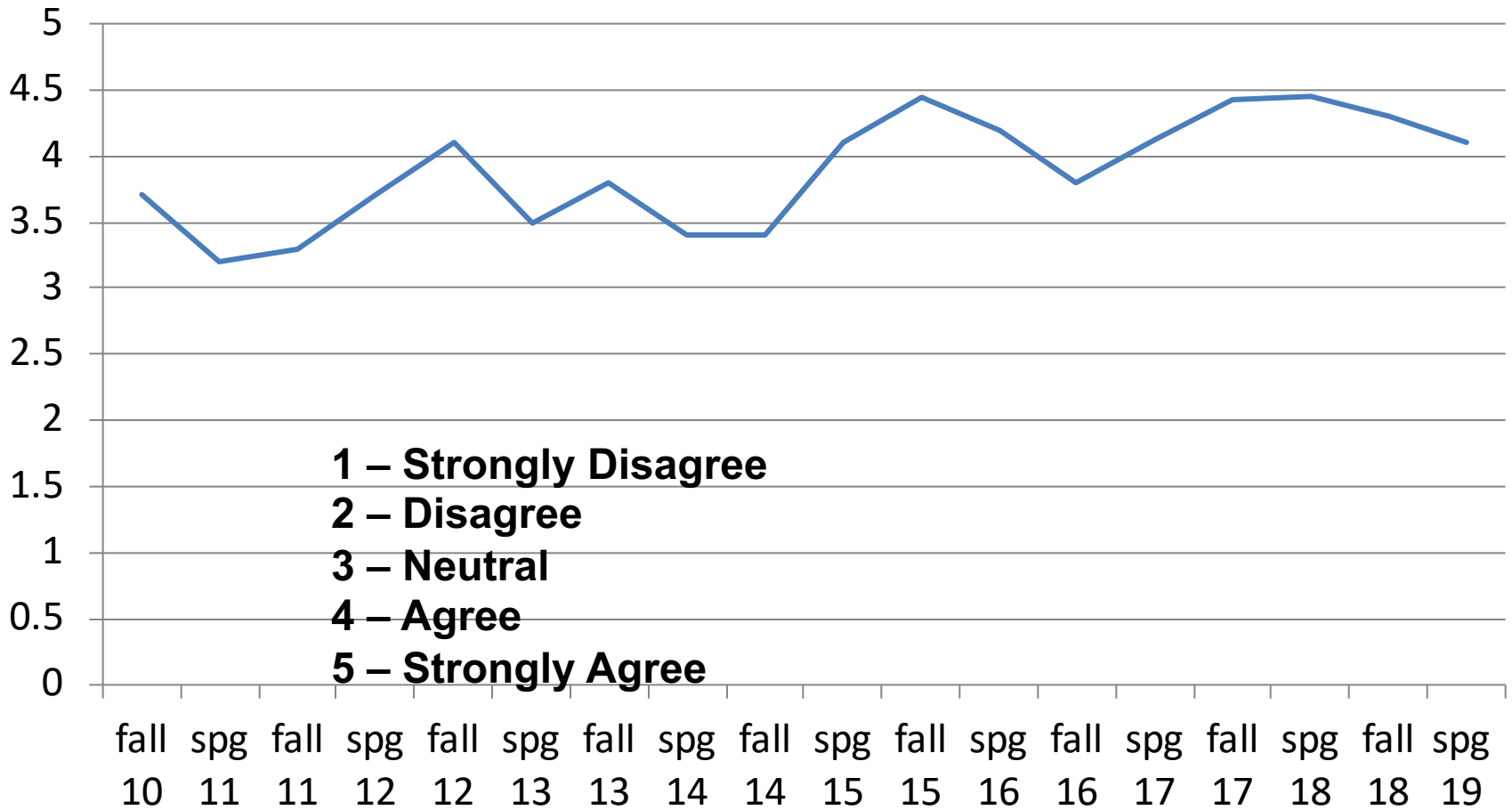
The Aviation program has given me the opportunity to practice my communication skills through oral presentations and written reports



I am able to apply principles taught in the program to analyze and interpret management problems



There were sufficient amount of internship opportunities provided to Aviation Majors



Professional Pilot Careers 2013 - 2018

Position / Number

- Flight Instructor 8
- Corporate Pilot 2
- Airline Pilot 25
- Military Pilot 8
- Airport Management 0
- Other Aviation Employment 3
- Non--Aviation Field 0
- Graduate School/Additional Undergraduate 1
- No Information 10

Aviation Management—Flying Option Careers 2013 - 2018

Position / Number

- Flight Instructor 7
- Military Pilot 5
- Military 3
- Airline Pilot 2
- Corporate Aviation Pilot 7
- Corporate Aviation 4
- Airport Management 1
- Other Aviation Employment 3
- Non--Aviation Field 6
- Graduate School/Additional Undergraduate 1
- Aviation Maintenance 0
- No Information 3

Air Traffic Management Careers 2013 - 2018

- Air Traffic Control 7
- Military 1
- Corporate Aviation 16
- Other Aviation Employment 6
- Non--Aviation Field 12
- Graduate School/Additional Undergraduate 7
- Aviation Maintenance 0
- Unknown 20

Aviation Mgt – No Fly Careers 2013 - 2018

- Airport Management 7
- Corporate Aviation 15
- Military 5
- Other Aviation Employment 0
- Non--Aviation Field 12
- Graduate School/Additional Undergraduate 5
- Aviation Maintenance 0
- No Information 9

School of Aviation Studies Graduation Rates

Institutional Research and Reporting

The University of Oklahoma

640 Parrington Oval, OSH 310

Norman OK 73019

Data as of July 2019

Graduation Rates

Avia Mgt – No Fly Concentration - Bachelor of Science

	<u>4 years</u>	<u>6 years</u>
• 2009	60%	60%
• 2010	0%	50%
• 2011	0%	33%
• 2012	100%	100%

Graduation Rates

Professional Pilot Bachelor of Science

	<u>4 years</u>	<u>6 years</u>
• 2009	10%	20%
• 2010	15%	15%
• 2011	24%	30%
• 2012	50%	83.3%

Graduation Rates

Avia Mgt – Fly Bachelor of Science

	<u>4 years</u>	<u>6 years</u>
• 2009	100%	100%
• 2010	20%	20%
• 2011	25%	50%
• 2012	50%	66.7%

Graduation Rates

Air Traffic Mgt - Bachelor of Science

	<u>4 years</u>	<u>6 years</u>
• 2009	20%	20%
• 2010	50%	75%
• 2011	50%	50%
• 2012	50%	83.3%

Graduation Rates

ALL Bachelor of Science AVIA Concentrations

	<u>4 years</u>	<u>6 years</u>
• 2009	30%	37%
• 2010	21%	29%
• 2011	26%	42%
• 2012	62.5%	83.3%

Aviation Programs Encompass AABI Outcomes Criteria (A-K)

- **Apply mathematics, science, and applied sciences to aviation-related disciplines;**
- **Analyze and interpret data;**
- **Work effectively on multi-disciplinary and diverse teams;**
- **Make professional and ethical decisions;**
- **Communicate effectively, using both written and oral communication skills;**
- **Engage in and recognize the need for life-long learning;**
- **Assess contemporary issues;**
- **Use the techniques, skills, and modern technology necessary for professional practice;**
- **Assess the national and international aviation environment;**
- **Apply pertinent knowledge in identifying and solving problems;**
- **Apply knowledge of business sustainability to aviation issues.**



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Leading the World in the Advancement
of Aviation Education Accreditation

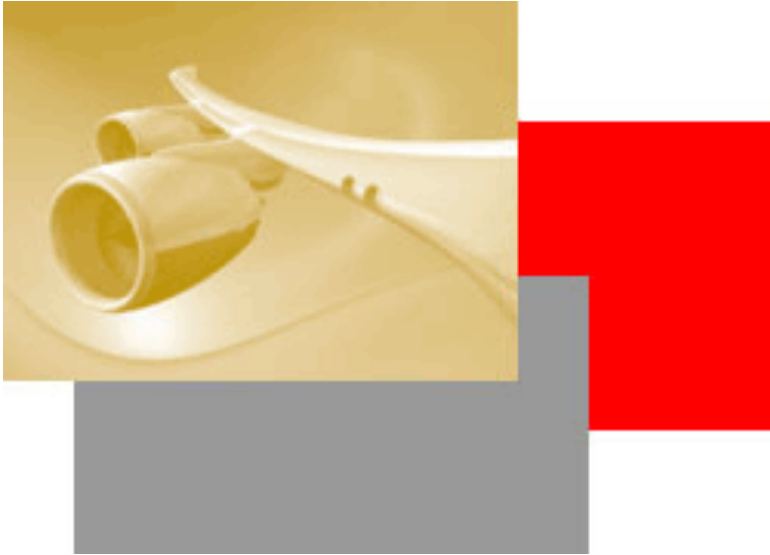
Aviation Programs Encompass AABI Aviation Outcomes Criteria (1-6)

- **Attributes of an aviation professional, career planning and certification.**
- **Aircraft design, performance, operating characteristics and maintenance.**
- **Aviation safety and human factors.**
- **National and international aviation law, regulations and labor issues.**
- **Airports, airspace, and air traffic control.**
- **Meteorology and environmental issues.**



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- As a OU student and alum you can be proud of OU's 21 years as an educational member of AABI !



Department Safety Management System (SMS)

- **135 stakeholder reports since last board meeting**
- **All items closed out or working**

- **Semester Session with Tinker AFB Flight Safety Office and Pilots'**
- **OKC TRACON always at our meetings**
- **Visits to local / city airports**

- **FAA Accolades!**
 - **Two Year Flight School Certificate Renewal**
 - **FAA POI stated "outstanding , straight forward safety engagement program – leading the way!"**
 - **FAA SW Regional FAST Rep – stated – "outstanding University SMS Program – best he has seen!"**

 - **UAS FAA inspector**
 - **"Has the right sight picture on UAS Risk Management – excellent incorporation!"**

Fly, Control and Manage Like a Champion!

**Fly, Control and Manage
Like a Champion!**



Next Aviation Advisory Board Meeting

Fall 2019 – Nov 16, 2019

Next Aviation Career fair – Oct 23 2019