Aviation Program Objectives
The ASU Professional Flight Program has established the following objectives:

Societal Relevance and a Community Resource
• Increase opportunities for undergraduate and graduate student academic success and prepare the student for entry into the aviation community upon graduation by strengthening collaboration and partnership efforts with the air transportation industry.
• Seek business and industry input to academic program development to ensure graduates are trained and educated to meet the needs of the air transportation industry.
• Increase collaborative research opportunities with other University Aviation Association (UAA) colleges and universities, particularly those accredited by the Council on Aviation Accreditation, by expanding the graduate program.
• Increase the number of collaborative relationships or partnerships between ASU and businesses, organizations, government agencies, etc.
• Continue to develop specific high altitude physiology short course formats to serve the needs of the air transportation industry that will make the altitude chamber operation self-sufficient.

Campus Community and Learning Environment
• Attract all qualified undergraduate and graduate students, enhance the number of special opportunities available, increase student academic success, and increase and promote faculty and student involvement in community and public service activities.
• Increase the percent of faculty involved in providing consulting or professional services to the general community.
• Actively enhance opportunities on ASU’s Polytechnic campus for women, minorities, individuals with disabilities and veterans, which will prepare the student for transition into the international aviation community upon graduation by developing an appreciation and respect for diversity in the workplace.

**Core Academic Experiences**
• Create and improve resources available on ASU’s Polytechnic campus for instruction, research and creative activity, and professional service.
• Develop opportunities for faculty with extramural funding for research and/or creative activity.
• Increase the percentage of faculty significantly involved in publications, applied projects and professional service, and the number of graduate students supported by extramural funding.

**Professional Preparation**
• Continue to prepare students with realistic airline-type training and education to easily transition into flight positions.
• Continue to develop the air transportation management concentration by revising the curricula based upon input from industry leaders and, in particular, the Aviation Program Industry Advisory Board.
• Provide students with additional employment opportunities by providing airline dispatcher courses.
• Continue to develop the Air Traffic Management Program by revising the curricula to incorporate changes in the technology, equipment, and procedures used by air traffic controllers and the aviation industry.
• Increase the number of undergraduate and graduate students holding internships during the year. Identify funding sources to increase learning opportunities by integrating leading-edge technology into current academic class activities.
• Continue to develop and improve the academic and operational efficiency of the altitude chamber, and integrating a high-altitude chamber experience into the professional flight and the air transportation management curricula.

**Scholarship**
• Maintain and improve the intellectual and cultural environment on campus, as well as to identify opportunities for faculty scholarship.
• Increase external funds generated for instruction, research and creative activities, and professional service.
• Increase opportunities for collaborative research with industry and government agencies, and identify areas of possible application for developing technologies to solve current industry problems, such as airport/aircraft noise, hazardous materials, pollution, airport/aircraft security, and air transportation education and training.
• Continue to develop specific research agendas for the high altitude physiology program, pilot screening and selection, and other areas particularly pertaining to applied research and teaching.

**Program Assessment Measures**

The Aviation Program requires that all courses be evaluated at the conclusion of the academic year with enhancements implemented prior to the fall semester. Courses may also be modified between fall and spring semesters as necessary.

The Arizona State University Academic Program Assessment Report is completed on a yearly basis to also assess learning objectives and program outcomes. This assessment includes a specified measure, performance criterion, results, observations, and program self-assessment. An example of this assessment follows.

Modifications and enhancements to courses and the academic programs are based on input from industry employers, the Aviation Industry Advisory Board (AIAB), evaluation of student achievement by faculty as well as annual assessments conducted by the ASU Office of Evaluation and Educational Effectiveness (UOEEE). Additionally, some changes may also be implemented to conform with Aviation Accreditation Board, International (AABI) accreditation criteria.
# Program Assessment Results

**Outcome 1:** Students will be able to apply knowledge of mathematics, science, and applied sciences.

What do these results indicate about the extent to which students from this program possess the knowledge or skill reflected in Outcome 1? How do your results support this conclusion? Please use the space below to indicate whether or not each performance criterion was met and to describe components of the program you believe contributed to this result.

<table>
<thead>
<tr>
<th>Measure 1.1</th>
<th>Demonstrate proficiency in the use of math principles as they apply to air navigation calculations and instrument approach procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Criterion 1.1</strong></td>
<td>80% of the students will score a 4 out of 5 on an evaluation of the 60 to 1 mathematical rules as they apply to air navigation.</td>
</tr>
<tr>
<td><strong>Was the Performance Criterion Met?</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Results**

139 out of 140 students met the criteria of 4 out of 5 or better on graded 60:1 evaluations. Data was collected from AMT 382 and AMT 482 for the mid-term and final exams for Fall 2016, Spring 2017 and Summer 2017. The student success rate on this measure is 99.3%.

| **Number of Observations Included in Assessment (e.g., number of students, papers, projects)** | 140 |
| **Proportion of Target Population Assessed** | 100 |

| **Data Collection Challenges or Issues [if applicable]** | |

**Measure 1.2**

| **Performance Criterion 1.2** | |
| **Results** | |

| **Number of Observations Included in Assessment (e.g., number of students, papers, projects)** | |
| **Proportion of Target Population Assessed** | |

| **Data Collection Challenges or Issues [if applicable]** | |

*I deal ly, the eligible population includes only students enrolled in your program. In cases where vital courses have students from various programs, specify when the population may include non-majors. The measure may be targeting, graduating students, alumni, students in junior level or capstone courses. The measure should be specific and the proportion should be of that group.*
Outcome 2: Students will be able to communicate effectively, utilizing both written and oral communication skills.

<table>
<thead>
<tr>
<th>Outcome 2 met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

What do these results indicate about the extent to which students from this program possess the knowledge or skill reflected in Outcome 2? How do your results support this conclusion? Please use the space below to indicate whether or not each performance criterion was met and to describe components of the program you believe contributed to this result.

**Measure 2.1**

Prepare and deliver flight instruction and flight briefings incorporating PCATDs, FTD's, and other flight simulation environments.

**Performance Criterion 2.1**

80% of the students will achieve a 4 out of 5 rating on a scoring rubric evaluating the development and delivery of flight instruction.

<table>
<thead>
<tr>
<th>Was the Performance Criterion Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

**Results**

15 out of 16 students (93%) in AMT 292 achieved a 4 out of 5 rating on a scoring rubric evaluating the development and delivery of flight instruction for the AMT 292 class.

**Number of Observations Included in Assessment (e.g., number of students, papers, projects)**

16  

**Proportion of Target Population Assessed**  

100

**Data Collection Challenges or Issues [if applicable]**

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**Measure 2.2**

**Performance Criterion 2.2**

Was the Performance Criterion Met?

**Results**

**Number of Observations Included in Assessment (e.g., number of students, papers, projects)**

**Proportion of Target Population Assessed**

**Data Collection Challenges or Issues [if applicable]**

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*Ideally, the eligible population includes only students enrolled in your program. In cases where vital courses have students from various programs, specify when the population may include non-majors. The measure may be targeting, graduating students, alumni, students in junior level or capstone courses. The measure should be specific and the proportion should be of that group.*
Outcome 3: Demonstrate the knowledge and skills necessary for meeting the requirements of FAA certificates/ratings from the private pilot through CFI/CFII and Multiengine.

What do these results indicate about the extent to which students from this program possess the knowledge or skill reflected in Outcome 3? How do your results support this conclusion? Please use the space below to indicate whether or not each performance criterion was met and to describe components of the program you believe contributed to this result.

<table>
<thead>
<tr>
<th>Measure 3.1</th>
<th>Student demonstration of flight maneuvers appropriate for the flight certificate/rating.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Criterion 3.1</strong></td>
<td>80% of the flight students will pass the FAA - Part 141 instrument rating and commercial certification airplane practical tests on the first attempt.</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>FAA Pert 141 Practical Test data from 09/01/2016 to 08/30/2017</td>
</tr>
</tbody>
</table>
| | Instrument:  
| | First time Pass: 39  
| | First time Fail: 4  
| | Pass Rate: 90.6%  
| | Commercial MultiEngine:  
| | First time Pass: 34  
| | First time Fail: 4  
| | Pass Rate: 89.4%  |
| **Number of Observations Included in Assessment (e.g., number of students, papers, projects)** | 73 |
| **Proportion of Target Population Assessed** | 100 |
| **Data Collection Challenges or Issues [if applicable]** | |

Outcome 3 met?  
Yes

<table>
<thead>
<tr>
<th>Measure 3.2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Criterion 3.2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Observations Included in Assessment (e.g., number of students, papers, projects)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Proportion of Target Population Assessed</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Data Collection Challenges or Issues [if applicable]</strong></td>
<td></td>
</tr>
</tbody>
</table>
Program Self-Assessment

Please summarize how the assessment results for the 2016-17 academic year will impact your academic program in the coming year. Consider what the assessment data indicate are programmatic strengths or weaknesses and areas of possible development.

The instrument and commercial multi-engine pass rates indicate we are exceeding the FAA's restricted ATP requirements.

Please summarize how the assessment results for the 2016-17 academic year will impact your assessment process for the coming year. Please consider revisions to your plan, sampling strategies, data collection, or any other areas.

We do not expect the results to impact our assessment process for the coming year. The results indicate that the program is meeting the goals that have been established.
Graduation Rate and Types of Employment

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Year</th>
<th>Number of Graduates</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Flight</td>
<td>2017</td>
<td>26</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Types of Employment:**
- Aviation Management
- Continuing Education
- Corporate Aviation
- Flight Instruction
- Military

Upon reaching the restricted ATP minimums, our graduates have been hired by a multitude of regional airlines, including:

- Air Wisconsin
- Compass Airlines
- Envoy Air
- Horizon Air
- Mesa Airlines
- Republic Airline
- SkyWest Airlines