1. **Departmental Mission Statement**

The primary mission of the Aviation Sciences Institute is to provide its students with the highest quality aviation education and flight training possible. The fundamental belief being that the best trained students will be the safest and most successful aviation professionals. The Aviation Sciences Institute will strive to excel as a world leader in Aviation Education. To that end, the Aviation Sciences Institute will provide the student with the most current information, technology, and personalized training available in the aviation profession.

2. **Departmental Vision Statement**

"The vision for the Aviation Sciences Institute is to become the recognized leader in Oklahoma Higher Education’s aviation community for pilots and managers.” To facilitate this we have expanded our course offerings to the Oklahoma City area with the Oklahoma City Aviation Education Alliance. This Alliance is comprised of seven institutions of higher education and creates the possibility of a seamless transition among the schools in the Alliance. This involvement has effectively doubled our student population.

3. **Program Goal(s)**

Goals for Aviation Sciences Institute’s Professional Pilot Program are:

1. To develop students with the ability to make sound decisions in the aerospace industry using a logical and scientific approach.
2. To develop students who have a working knowledge of safety systems and programs dedicated to the facilitation of increased safety on the ground and in the air.
3. To develop students who possess an understanding of major issues affecting the aerospace industry in the United States and worldwide.
4. To develop students with sound written and effective oral communication skills. The students will be able to communicate competently using both oral and written media.
5. To develop students with sound technical skills in the operation of aircraft. The student will be able to efficiently operate in the air and during ground operations. Additionally, students should possess the aptitude to identify conditions that are unsafe.
6. To develop students who possess a working knowledge of the regulations governing the operation of aircraft. The student will recognize and have the knowledge and skills to locate and research those regulations that affect the safety and legality of flight.
4. Major Program Objectives and Outcomes

1. To provide the ground and flight training necessary to successfully complete the required knowledge and skills tests for the Private Pilot Certificate, Commercial Pilot Certificate, and Instrument Rating practical exams. Furthermore, we will provide the necessary training so that students will successfully complete the required knowledge and skills tests for the Certified Flight Instructor, Instrument Flight Instructor, and Multi Engine rating practical exams.

2. To provide a complete study of the atmosphere and factors affecting weather systems.

3. To provide an extensive overview of the Air Traffic Control system within which both pilots and managers must operate.

4. To acquaint students with knowledge of the complex legal and regulatory responsibilities they will confront in a rapidly changing aviation environment.

5. To enhance the leadership potential of aviation students and provide knowledge in the areas of law, medicine, business, and social issues dealing with aviation and airport safety.

6. To familiarize students with operating systems peculiar to advanced, highly complex aircraft.

7. To introduce students to the physical and mental effects of flight as related to aircrew personnel performance and passenger comfort/behavior.

8. To provide a detailed analysis of current issues facing management in various segments of the aviation industry.

9. To prepare the student to understand and apply aerodynamic principles as the relate to advanced high performance aircraft.

5. Statement for Assessment and Student Learning

At Southeastern Oklahoma State University, the Aviation Flight Department will use assessment for the systematic collection, review, and use of information about educational programs for the purpose of improving student learning and development (Palomba & Banta, 1999); which will facilitate discussion about academic and student programs that will provide useful information to guide continuous program improvement. Assessment is also instrumental for program review, budgeting, planning, and curricula matters.

6. Types of Assessment Used with Explanation

Title 14 of the Code of Federal Regulations (CFR 14) part 61 specifies areas in which our students must demonstrate knowledge and skill. The FAA and
designated examiners, who are not employees of the university, evaluate every student’s aptitude at several different levels. These practical examinations contain both flight and oral components and often take several hours to complete. Practical examinations typically follow the following schedule:

- Freshman Year: Private Pilot Practical Exam
- Sophomore Year: Commercial Pilot and Instrument Rating Exams
- Junior Year: Flight Instructor Practical Exam
- Senior Year: Instrument Instructor and Multi-Engine Exams

Additionally, students must complete six computerized, comprehensive examinations that are administered by the Aviation Sciences Institute’s testing center. Three members of the institute’s faculty and staff are FAA approved test proctors.

7. Frequency of Assessment/Frequency of Reporting Assessment Results
The assessment process is ongoing. However, an assessment report is completed annually, normally finalizing the results in the late spring. Once the results are tabulated, the report is submitted to the Dean for School of Business.

8. Faculty Level of Involvement in Assessment Process
Faculty are actively involved in the assessment process as follows:
   a. Syllabi are reviewed in collaboration with the entire faculty to help ensure the goals for the degree are met or exceeded.
   b. Faculty help develop and/or revise the student survey to create a single document that will review the pertinent aspects of the degree.
   c. Monthly faculty meetings review the progress toward achieving the desired learning outcomes of the degree.
   d. Faculty administers the student survey.
   e. Department faculty review FAA practical exam results. Outcomes are compared to local and national averages. Strengths and weaknesses are investigated leading to appropriate changes to curriculum and flight training methods.

9. Analysis in/and for the Department
Qualitative and Quantitative data is collected. Qualitative feedback is gathered from FAA examiners leading to detection of specific strengths and weaknesses within the curriculum. Quantitative data is collected through comparison of SOSU practical and computerized exam results to previous outcomes and national averages.

10. Application in/and for the Department
Assessments of individual programs are reviewed in a faculty forum. Comments are tracked—positive, negative, or neutral on each assessed area and trends identified. Once a trend is identified, a discussion of possible solutions occurs. Changes are made via committee vote and are implemented or discarded. If a change is to be made it follows the curriculum change procedure outlined in the university guidance.
11. **How Feedback is Achieved**
Immediate feedback is achieved after practical examinations. FAA examiners are consulted and asked to help identify specific trends and weaknesses.

12. **Modifications**
Once a determination has been made to make a modification it is specifically reviewed during the next assessment period. If further modification is required, it proceeds through the normal assessment and change process.