Program Outcome Assessment Report

2010-2011 Aviation Graduate Program

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2010-2011 Aviation Graduate Program
Assessment Transmittal Form

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10/6/11
Date

Dean, John Massey School of Business

Date
Program Objectives, Assessment Data Analysis and Modifications

Objective:

1. Communication:
   a. Prepare and deliver a persuasive, professional speech on an industry issue.

Data:
Eighteen different classes had a speech as a requirement for the class. Eleven of the fourteen classes reported 357 students were assessed in this objective. Ninety percent of the students were proficient in the speech objective.

Modifications:
Although no action is required we will continue to emphasize format and APA structure in the written assignments. The ninety six percent is a decrease of one percent from last year’s assessment.

Objective:

b. Research, write, and include proper citations in a professional quality term paper of at least 10 pages.

Data:
Sixteen different classes had a paper of at least 10 pages required for the class. All 381 students were assessed with 90% being proficient.

Modifications:
No action required.

Objective:

c. Contribute to understanding of issues is a group setting through interpersonal communication.

Data:
Twenty classes assessed interpersonal communication. 381 students were assessed with a 91% proficient level.

Modifications:
No action is required

Objective:

d. Use opportunities and experiences to develop communication skills through the use of the computer.
Data: Eighteen different classes assessed this objective. 381 students were assessed and 91% of the students were proficient.

Modifications: No action is required

Objective:
2. Problem solving:
a. Determine problem to be solved.

Data: Nineteen different classes had problems solving as a requirement for class. 369 students were assessed and 86% were proficient.

Modifications: Scenario based problems (case studies) will be developed to solve individually and in groups. The modification adopted increases the percentage of proficiency slightly. These changes were made resulting in a 1% increase of proficiency.

Objective:
b. Distinguish fact from opinion.

Data: Twenty one different classes assessed fact from opinion. 381 students were assessed with 91% proficient.

Modifications: No action is required although there was a 0% increase in proficiency.

Objective:
c. Synthesize information in a coherent solution.

Data: Twenty classes assessed this objective. 383 students were assessed with 92% proficient.

Modifications: No action required.

Objective:
d. Apply knowledge to unfamiliar situation in problem solving.

Data: Twenty one different classes assessed this objective. 383 students were assessed with 92% being proficient.
Modifications:
No action is required.

Objective:
e. Assess solution for completeness, strength and weaknesses.

Data:
Twenty different classes assessed this objective. 371 students were assessed with 88% proficient.

Modifications:
Additional exercises are to be added with an increased emphasis on solution completions. The modification to this objective resulted in a 3% increase in proficiency. Program modification implemented above resulted in another 3% increase in proficiency.

Objective:
3. Ethics:

Data:
Fifteen different classes assessed this objective. 362 students were assessed with 91% being proficient.

Modifications:
No action required.

Objective:
b. Learn from ethical mistakes of others.

Data:
Fifteen different classes assessed this objective. 362 students were assessed with 91% proficient.

Modifications
No action is required.

Objective:
c. Analyze and evaluate key ethical issues in disciplinary and professional contexts.

Data:
Fifteen different classes assessed this objective. 338 students were assessed with 92% proficient.
**Modifications:**
No action required – an increase of 6% proficient over last year.

**Objective:**
4. Technology:
   a. Access appropriate information systems for sources of data.

**Data:**
Twenty classes assessed this objective. 381 students were assessed with 94% being proficient.

**Modifications:**
No action required

**Objective:**
b. Use spreadsheets, databases, in problem solving.

**Data:**
Eight classes assessed this objective. 290 students were assessed with 98% being proficient.

**Modifications:**
We will place an additional emphasis on computer proficiency though additional exercises in these two courses. Program modification resulted in a 6% increase of proficiency over last years’ results.

**Objective:**
c. Use PowerPoint to deliver a professional presentation.

**Data:**
Nineteen classes assessed this objective. 329 students were assessed with 98% being proficient.

**Modifications:**
No action is required.
Objective:
5. Integration/synthesis:
   a. Integrate principles and methods of other disciplines in the aviation field.

Data:
   Twenty different classes assessed this objective. 381 students were assessed with 97% being proficient.

 Modifications:
   No action is required. - 6% increase over last year.

Objective:
   b. Appreciate the interrelations among aviation and non-aviation disciplines in real world contexts.

Data:
   Twenty classes assessed this objective. 381 students were assessed with 97% being proficient.

 Modifications:
   We will add relevant case studies to bring this percentage above our desired proficiency level. Modification resulted in a 6% increase in proficiency.

Objective:
   c. Consider all relevant factors in decision making.

Data:
   Sixteen different classes assessed this objective. 321 students were assessed with 93% being proficient.

 Modifications:
   No action is required. - 3% increase over last year.

Objective:
   d. Apply critical, analytical, creative, and systems thinking to problem recognition and solution.

Data:
   Eleven different classes assessed this objective. 266 students were assessed with 98% being proficient.

 Modifications:
   No action is required. - an increase of 5% over last year.
Objective:
6. Diversity:
   a. Analyze, evaluate and assess the impact of differences in ethnicity, gender, socioeconomic status, native language, sexual orientation and intellectual/disciplinary approaches.

Data:
Five classes were assessed this year. 259 students were assessed with 98% proficiency.

Modifications:
No action required.

Objective:
b. Demonstrate the ability to work effectively in groups of people from diverse background.

Data:
Sixteen different classes were assessed. 369 students were assessed with 98% being proficient.

Modifications:
No action is required.

Objective:
7. Career development:
   a. Demonstrate an appreciation of appropriate aviation culture.

Data:
Seventeen different classes assessed this objective. 342 students were assessed with 97% being proficient.

Modifications:
No action required.

Objective:
b. Develop an appreciation of networking opportunities.

Data:
Thirteen different classes were assessed. 290 students were assessed with 98% being proficient.

Modifications:
No action required.
Objective:
c. Use technology to present a professional image.

Data:
Seventeen classes assessed this objective. 349 students were assessed with 98% being proficient.

Modifications:
No action is required.

Objective:
8. Mathematics and quantitative modeling:
a. Reason quantitatively and use formal systems to solve problems.

Data:
Two courses assessed this objective. 259 students were assessed with 95% being proficient.

Modifications:
No action is required.

Objective:
b. Use basic mathematical, statistical, quantitative, qualitative, or logical methods to formulate answer to problems.

Data:
Four different courses assessed this objective. 259 students were assessed with 97% being proficient.

Modifications:
Our plan was to add additional exercises to develop this objective. This plan has increased the proficiency by 7% over last assessment: will continue to monitor.

Summery

The aviation graduate program is a continuing process of soliciting guidance from numerous sources to keep the program up to date. The committee of aviation specialists, design engineers, educators and industry leaders that convened last year to discuss our graduate degree content did an excellent job of identifying key areas of change or modifications. They were challenged to determine the validity and applicability of the graduate aviation degree in the current and future
aerospace industry. After a thorough review it was determined to add three additional courses focused on logistics and to change the degree title to incorporate the logistics focus. The three courses were developed in accordance with Southeastern Oklahoma State University Academic Policy and Procedures manual. The result of these changes has vastly improved the desirability of our program and the graduate degree especially in the OKC area.

Since the inception of the logistics courses, we have seen a marked improvement in the quality of our graduate population. The redesign of our graduate degree meets the current needs at Tinker AFB in a different venue. We have reached an agreement with a separate entity at Tinker AFB to offer the new degree to a contractual cohort group. This cohort group is handpicked by the upper management at Tinker AFB and meets all graduate school admission requirements. After selection, the cohort group is divided into three teams of five and given a project to complete while attending classes with final project submissions due at the completion of all degree requirements. The recent poll of the cohort group revealed they are extremely positive of the content and structure of the current program with some suggestions for improvement. This trend continues with the third cohort group of 15 staring the fall 2010 semester.

The students involved in our graduate program continue to be exceptional. Most of the students are employed and have ten or more years actively involved in the aviation industry which accounts for the high percentages of proficiency. The faculty who have decades of aviation experience and education are also responsible for the high level of proficiency.

A continuing issue rests with the aviation graduate program and the reliance on adjunct faculty teaching the majority of the classes. All of the aviation graduate adjuncts are well qualified to teach the subject matter they are assigned. However it is often difficult to involve some of them in the assessment process and some data is unreported but to no significant degree.

We continue the practice of collecting data from classes but also utilized antedotal reports from students and their employers. We receive frequent reports of the excellence of our students from supervisors. They attribute the excellence of our students directly to what they learn in our graduate program. We also receive frequent reports from current students and recent graduates of the applicability and direct relationship of the graduate studies course contents. Finally, we are constantly advised of the numerous promotions and advancements of our graduates that are again attributed to our aviation graduate studies.