

# AABInternational



## EXTENDED CAMPUS *The UNIVERSITY of OKLAHOMA*

| SCHOOL OF AVIATION          |                          |
|-----------------------------|--------------------------|
| AVIATION MANAGEMENT NON-FLY |                          |
| JAN 17, 2024                | STUDENT ACHIEVEMENT DATA |

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:

### **Bachelor of Science**

#### **Aviation Management Non-Fly Option**

##### **PROGRAM OBJECTIVES (EDUCATIONAL GOALS)**

The various advisory boards—Faculty/Instructor Advisory Board, External Aviation Advisory Board, Aviation Student Advisory Board—all play an important role in providing input for the educational goals of all aviation programs. These goals are established by the School and are reviewed at least annually by these groups during the Provost's Assessment of Student Learning Outcomes.

AMN-F1. Instill a solid foundation of management, organizational behavior, and continuing adaptation in a changing global business environment

AMN-F2. Prepare graduates who will support and nurture business management and lifelong learning in the aviation industry

AMN-F2a. Promote the practice of reading for life

AMN-F3. Provide graduates with the knowledge and skills necessary to implement management principles within the aviation environment

AMN-F3a. Establish competency-based certificate programs to help students achieve their career goals  
AMN-F4 Review the past, evaluate the future, study local to global considerations of aviation issues  
AMN-F5. Instill professional, ethical responsibility and business sustainability in global environments

## PROGRAM ASSESSMENT MEASURES EMPLOYED

### Measurements

Students will demonstrate knowledge of skills and procedures and management styles for managing airports, airlines, governmental and general Aviation organizations through test scores and written essays. We are exploring the option of online Aviation management software for students.

### Measurements

Students will be able to demonstrate knowledge of the single engine VFR environment to the private pilot ground school written test standards. Additionally, students will possess knowledge of applicable airport operations, Federal Aviation Regulations (FARs), Transportation Security Regulations (TSARs), financial management systems relating to airports and typical local, state and federal funding and subsequent unique airport budgetary requirements of uncontrolled and controlled (from ATC tower perspective) airports along with the importance of short term and out year strategic planning for airport and flight operations success and excellence.

### Measurements

The Senior Capstone is the culminating course in the Aviation core curriculum for all Aviation Department degree programs. The course outcomes which are measured via written and oral products include: 1) Reinforces, integrates, extends, and applies the knowledge and skills covered in the University of Oklahoma Aviation, Business and General Education curriculums 2) Develops the additional project management and problem-solving skills needed to complete a project for an Aviation client, and 3) Delivers a useful solution to the Aviation client. Every phase of the course is designed to enable the students to demonstrate a high level of professional performance, appearance, demeanor and courtesy in an actual working Aviation environment. Students receive feedback on their work from the course faculty, faculty appointed team manager, client and also receives peer assessment of written deliverables, oral presentation and ability to function successfully on multi-disciplinary and diverse teams. The academic manager of the course curriculum is able to assess numerous other general and aviation outcomes.

### Student Learning Outcomes Measured (SLO Paired with Individual Courses)

#### A. Apply mathematics, science, and applied sciences to aviation-related disciplines

1111, 3923, 4713 Ability to perform simple math problems; Ability to create statistical solutions to problems; Ability to use spreadsheets; **Standard of Excellence Score >85%**

#### B. Analyze and interpret data

1111, 2513, 3913, 3923, 4713 Ability to read and understand performance data; Ability to apply formulae to varying conditions; Ability to interpret complex situations and identify right behavior; **Standard of Excellence Score >85%**

#### C. Work effectively on multi-disciplinary and diverse teams

1111, 1113, 2513, 3333, 3513, 3913, 3923, 4663, 4713 Ability to lead a group of diverse individuals, **Standard of Excellence Score >85%**

#### D. Make professional and ethical decisions

1111, 2513, 2613, 3333, 3913, 3923, 4663, 4713 Ability to discern right and wrong behavior from historical reference; Ability to identify unsafe behavior; Ability to apply law principles to real life situations; Ability to determine the difference between a legal decision, a moral decision, and an ethical decision; Ability to identify problems, create a method to solve the problem, and then collect data toward finding a solution **Standard of Excellence Score >85%**

**E.** Communicate effectively, using both written and oral communication skills

1111, 2513, 3013, 3913, 3923, 4713 Ability to create summaries of historical events; Ability to explain contract administration; Ability to use the case brief format to explain complex law cases;

**Standard of Excellence Score >85%**

**F.** Engage in and recognize the need for life-long learning, **Reading for Life**

1111, 2513, 3013, 3913, 3923, 4663, 4713 Ability to use historical examples to support right thinking in the cockpit; Ability to understand the benefit of sustained, right behavior; Ability to understand how Capstone opportunities build a person's confidence in solving operational problems **Standard of Excellence Score >85%**

**G.** Assess contemporary issues

1111, 2513, 3013, 3913, 3923, 4663, 4713 Ability to understand how past experiences can help prevent wrong actions **Standard of Excellence Score >85%**

**H.** Use the techniques, skills and modern technology necessary for professional practice

1111, 3913, 3923 Ability to use electronic devices to perform business success analyses and create statistical explanations based on sound research practices **Standard of Excellence Score >85%**

**I.** Assess the national and international aviation environment

1111, 3913, 3923 Ability to understand how international events affect U.S. aerospace businesses **Standard of Excellence Score >85%**

**J.** Apply pertinent knowledge in identifying and solving problems

1111, 3913, 3923, 4663, 4713 Ability to solve business problems through business analysis and research;

**Standard of Excellence Score >85%**

**K.** Apply knowledge of business sustainability to aviation issues

1111, 3913, 3923, 4663, 4713 Ability to determine trends in Federal GDP, Gas Prices, and Aerospace Manufacturing to forecast business success; Ability to understand contract administration rules; Ability to spot unethical behavior in business; Ability to apply knowledge, skills, and abilities to solve business problems **Standard of Excellence Score >85%**

### **Aviation Core Outcomes**

- 1 Attributes of an aviation professional, career planning and certification
- 2 Aircraft design, performance, operating characteristics, and maintenance
- 3 Aviation safety & Human factors
- 4 National & International aviation law, regulations and labor issues
- 5 Airports, airspace and ATC
- 6 Meteorology & environmental issues

## TYPES OF EMPLOYMENT OF GRADUATES (2021-2022)

|                     |   |
|---------------------|---|
| Airport Management  | 1 |
| Corporate Aviation  | 3 |
| Military            | 1 |
| Non-Aviation Fields | 3 |
| No information      | 2 |

|                                     |          |
|-------------------------------------|----------|
| Average annual salary for graduates | \$41,324 |
| Average hourly salary               | \$17.32  |

## GRADUATION RATES

| COHORT | 4YEARS/%GRADUATING | 6YEARS/%GRADUATING |
|--------|--------------------|--------------------|
| 2013   | 2017 (12%)         | 2019 (36%)         |
| 2014   | 2018 (50%)         | 2020 (84%)         |
| 2015   | 2019 (28%)         | 2021 (50%)         |
| 2016   | 2020 (35%)         | 2022 (59%)         |