



**Self-Study Report  
For**

**Aviation Accreditation Board International**  
**AABI**

**Reaffirmation 2015**

University of Dubuque  
Aviation Department  
2000 University Avenue  
Dubuque, IA 52001

# **Executive Summary**

Enclosed is the Aviation Department's self-study for the two programs at the University of Dubuque (UD): the Bachelor of Science degree in Aviation Management and the Bachelor of Science degree in Flight Operations (Professional Aeronautics).

In the Fall of 2013, the Aviation department achieved a record number of students majoring in the two programs – 229. To support these students, the department employed 6 full-time faculty members, 6 adjunct faculty, 20 training aircraft, 16 full-time flight instructors, 10 part-time flight instructors, 3 full-time support staff, and 3 part-time support staff. Additionally, student workers supplemented administration, dispatch, and maintenance functions.

This self-study is the second reaffirmation process as a result of accreditation in 2005.

The Aviation Department strengths are:

- Diverse and experienced faculty and staff
- Technology embedded in aircraft with appropriate supporting simulation
- Part 141 pilot school with examining authority
- LOA for R-ATP
- Access to close-in training areas and the National Airspace System
- Excellent graduate placement rates
- Small class sizes
- Character development education

The areas of concern are:

- Ability to support faculty and professional staff development
- Classroom availability and supporting technology
- Continual evolution of an outcomes-based assessment strategy

The Aviation Department is a strong member and supporter of the University, and its faculty, staff, and students are well embedded in all of the University's processes. The Mission-Vision-Action Statement for 1998-2008, as endorsed by the Board of Trustees on March 12, 1998, and reaffirmed with minor changes through 2015, continues to guide our efforts.

Our self-study is based on data primarily from the Fall 2013. Over the past four years, the Aviation Department has increased its student body and grown into a more dynamic and diversified department. We continue to improve the quality and robustness of the education that we provide.

All supplementary and supporting documents can be found on our website as well as a page set up in Moodle (UD's Learning Management System) specifically for the tracking of all data related to accreditation. The manner in which to access the Moodle page and a listing of web pages is listed in Appendix F in this document.

The University of Dubuque looks forward to an AABI visiting team to validate what we believe is a set of strong professional programs.

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## **SECTION I: INTRODUCTION**



## Aviation Unit

### **History, Mission, and Structure of the University:**

The University of Dubuque (UD) is a private, four-year, co-educational professional University with a focus in the liberal arts and a theological seminary affiliated with the Presbyterian Church (USA). Founded in 1852, the University has a rich heritage of uncompromising commitment to academic excellence and spiritual growth. Located in the heart of the city on a scenic hilltop campus, the University of Dubuque is an institution in three parts: (1) the undergraduate college—comprised of the School of Business, School of Liberal Arts, and School of Professional Programs—(2) the graduate theological seminary, and (3) the graduate institute.

Throughout its history, the University has been known as a place of educational opportunity. Our mission of encouraging intellectual, moral, and spiritual development dates back to the University's founding. Even today, a large portion of its students are first generation college students. Twenty percent of the student population is comprised of men and women from underrepresented populations. The University of Dubuque's welcoming interfaith community of over 2,000 students comes from across the country and globe. Accredited by the North Central Association of Colleges and Secondary Schools, the Commission on Collegiate Nursing Education, the Aviation Accreditation Board International, and the State of Iowa Department of Education, the University offers a 13:1 student-to-faculty ratio.

### **University of Dubuque Mission Vision Action Plan 2009 – 2015:**

#### ***Ensuring Academic Excellence***

1. In light of its Mission, the University will continually reexamine and adjust the core curriculum to achieve an artful and purposeful blend of the arts, sciences, humanities, and theology. Where appropriate, these disciplines will be infused within the professional programs offered. A value-laden education which focuses on justice, ethics, and responsible stewardship within a globally diverse community will be stressed.
2. New graduate and undergraduate degree programs of a professional nature will be developed to meet the needs of local, regional, national, and international markets.
3. Students will be challenged to embrace lifelong learning in and outside of the classroom. Educational experiences will be enhanced by service learning and technology. Use of the library and other external data sources will be emphasized. The University will be technologically current.
4. Several programs will be selected for distance education, accelerated completion, and/or other methods and strategies of educational delivery. These methods of instruction will be aimed primarily at, but not restricted to, the adult learner. Other initiatives will be taken to actively join local and regional communities in providing educational programming to benefit the socioeconomic development of the region.
5. The Diamond Program will be resourced, monitored, assessed, and improved. It will include the Bridge Program, the Voices/ Values Program, and a 21st Century Honor's Program, and will become a national leader for addressing the challenges facing higher education in the 21st Century.

#### ***Modeling the Lifestyle of a Functional Christian Community***

6. Utilizing the resources at its disposal, the University will encourage all students to examine the moral and theological components of one's life.
7. The college and seminary will join to offer educational programs to the community which will build upon the expertise available with both faculties.

8. The University's policies will create a "community where diversity is appreciated and Christian love is practiced." Emphasis will be placed on student life for constructive learning and for the opportunity to help one another with our individual journeys of faith.
9. Respecting freedom of academic thought and discourse, the University will adopt an Honor Code of behavior which is congruent with the Mission of the University for all faculty, staff, students, and members of the Board of Trustees. The University will resolve its conflicts with justice and compassion.
10. The Lester and Michael Lester Wendt Center for Character Education will become nationally-recognized and a leader among colleges and universities in the area of ethics and character.
11. A campus-wide Wellness Committee will be established, and coordinated wellness initiatives for students, faculty, and staff will become part of our community life together.

### ***Sharing our Message***

12. The University will practice the highest ethical standards in its marketing efforts and in the services it offers.
13. Local groups will be encouraged to host their functions on campus. The University will seek to host synod and other Church-related meetings on campus.
14. The University will maintain a sophisticated plan for the marketing of its image and programs. The participation of faculty, staff, and students within the ecclesiastical and secular communities will be supported. The University will partner with other entities that are congruent with its mission.

### ***Ensuring our Future***

15. An enrollment management plan will be developed and implemented to attain a full-time traditional undergraduate student body of between 1,400 to 1,500; a graduate student body of approximately 150; a Doctor of Ministry enrollment of between 40-50; a face-to-face seminary enrollment of between 95-105; an online Master of Divinity program of between 75-90; a baseline enrollment of 845 for the summer program with four percent annual growth; and the LIFE (Learning Institute for Fulfillment and Engagement) adult evening program with an enrollment of 200 or more.
16. Six-year graduation rates will be five percent above our Traditional Masters profile national average by 2015, as measured by ACT Institutional Data File; first year retention rate (return for second year) will be five percent above our Traditional Masters national average by 2015 as measured by ACT Institutional Data File; second year retention rate (return for third year) will show a 10 percent improvement by 2015, based on UD Fact Book Cohort 2006 numbers.
17. To enhance its mission, the University will grow the endowment to approximately \$175 million by the year 2015; increase the Annual Mission and Vision Fund giving through 100 percent participation from active trustees, 75 percent participation from faculty and staff, and increase Alumni donors to 25 percent of the verified Alumni of record. The University will continue efforts to obtain Foundation grants and appropriate governmental monies. The University also will aggressively pursue innovative non-traditional revenue streams.
18. The University will be a good steward in the allocation of resources. Salaries and benefits of faculty and staff will be competitive, equitable, tied to a systematic performance review process and, where appropriate, in the top third of identified measurement groups. Partnering, pooling of resources and other such cost-saving strategies will be adopted where sound. The campus master plan, which addresses aesthetics, functionality, and proposed enrollment growth, will be maintained and regularly updated. The strategic plan will be maintained and regularly updated.
19. Through annual updates of the University of Dubuque "Fact Book," the University will measure its progress by challenging, pertinent and agreed upon benchmarks such as data provided by the IAICU, CIC, ATS, NAICU, and other resources.

## **Vision**

The University of Dubuque by the year 2015 will be —

**ACKNOWLEDGED** as one of the best small, private Christian colleges and universities;

**RENOWNED** for serving the best interests of students at all stages of their lives and at different levels of professional and personal development;

**UNITED** as a community where Christian commitment, intellectual integrity, and academic excellence are the basis for learning;

**INVIGORATED** by its bold integration of both liberal arts and theological education with the acquisition of professional credentials required to compete and contribute in the global arena;

**FOCUSED** on the development of skills for critical and creative inquiry and communication, enhanced by technology;

**DISTINGUISHED** as a dynamic and vibrant cultural center where a diversity of ideas and experiences are embraced and nurtured;

**ENERGIZED** by a dedicated, diverse, and demonstrably competent faculty and staff well-respected in the community and in their respective fields;

**CHARACTERIZED** by financial health and fiscal prudence, with a physical environment and facilities conducive to the University's educational mission;

**RESPECTED** as an educational institution whose graduates make their mark through their stewardship of human and natural resources and in service to their community

## **Mission and Values**

The University of Dubuque is a small, private university affiliated with the Presbyterian Church (U.S.A.) offering undergraduate, graduate, and theological seminary programs. The University is comprised of individuals from the region, the nation, and the world.

As a community, the University practices its Christian faith by educating students and pursuing excellence in scholarship. Therefore, the University of Dubuque is committed to:

- The Presbyterian tradition
- Excellence in academic inquiry and professional preparation
- Relationships which encourage intellectual, spiritual, and moral development
- Community where diversity is appreciated and Christian love is practiced
- Stewardship of all God's human and natural resources
- Zeal for life-long learning and service

## **Ensuring the Future/Capital**

Several elements of the Action Plan will require new infusions of capital beyond what can be provided by the University of Dubuque's annual operating budget or endowment income. The following projects are key areas where major support will be needed to fully implement the Action Plan:

## **National Marketing Campaign**

**Capital Projects A-List**

- Fine and Performing Arts, Worship, and Campus Center
- One of three Residence Halls
- Alumni Hall Restoration

**Capital Projects B-List**

- Renovation of Severance
- New Seminary/Office Building
- Two of three Residence Halls
- Update Blades Hall
- Renovate Van Vliet Hall

**Endowment Initiatives**

As the University seeks to establish new academic programs, attract and retain an excellent faculty, and provide a high-quality, affordable education for students, it must have the financial stability afforded by a strong endowment.

**Endowment A-List**

- Fine and Performing Arts, Worship, and Campus Center Programming & Maintenance
- Perpetual Maintenance & Technology
- Student Scholarships
- Character Scholarships (25)
- Faculty Chairs (10)
- Diamond Program

**Endowment B-List**

- Student Scholarships
- Character Scholars (25)
- Wallace-Smith Teaching
- Excellence
- Diamond Program

## **Aviation Department History:**

The University of Dubuque Aviation Program has a distinguished history as it was once a primary training institution for United States Naval aviators during World War II. The University of Dubuque conducted training officer programs for both V-12 Naval Officers and V-5 Naval Air Force Officers. Between July 1, 1943 and November 1, 1945, the University of Dubuque graduated 1,477 naval officers for future training in support of the war effort.

From 1946 through 1973, the University of Dubuque ceased formal aviation education in support of University theological missions and changing societal demands.

Then in 1973, the University of Dubuque rejoined formal aviation education by acquiring the Parsons College aviation program and has since remained in continuous operation on the UD campus and the Dubuque Regional Airport. By 1980, the Aviation Department had grown to 75 students and 5 training aircraft. Growth and stability continued to the mid-1990's, reaching 120 students, 12 aircraft, and 17 instructors. In the 1999/2000 academic year, the University began a modernization program of its flight equipment and curriculum. This resulted in student growth and additional equipment enhancements that enrolled 194 students in the Aviation Department, supported by 21 modernized aircraft, one advanced FTD (Flight Training Device) and 3 PC based Aviation Training Devices (PCATD) by Fall semester 2003.

Since 2008, the UD Aviation Department has utilized modern Cessna 172S aircraft with the Garmin 1000 avionics suite. UD has also been in the process of phasing out the older Cessna 172R models that have the traditional six-pack flight instrument suite. UD currently enrolls approximately 220 total aviation students and operates 15 single-engine Cessna 172 aircraft and 3 Single engine Socata Trinidad aircraft along with 2 twin engine Piper PA-44 Seminole. UD now uses 6 simulators including an Aerosim CRJ 200 training device. UD also offers comprehensive CRJ 200 ground school Jet transition training.

## **Aviation Department Mission:**

The mission of the Aviation Department is to provide students with professional skills that allow for success in all segments of the Aviation Industry while enhancing their critical thinking and decision-making abilities for individual development and a successful career. The Aviation Department supports the University of Dubuque mission by:

- Establishing excellence in professional preparation
- Fostering a zeal for life-long learning
- Focusing on the development of professional skills, enhanced by technology and integrated with safety practices
- Characterized by fiscal prudence with quality equipment and facilities

## **Aviation Department Student Learning Outcomes:**

### ***Aviation Management:***

1. The ability to demonstrate the impact of aviation, technology, and business sustainability in a global and societal context;
2. An ability to apply the techniques, skills, and modern aviation management tools to perform business related tasks;
3. An ability to function on a multi-disciplinary and diverse management team which includes technical and management issues;
4. An ability to apply knowledge of mathematics, science, and/or applied science to ensure safe and efficient operations;
5. An ability to accurately analyze and interpret data to solve a variety of problems;
6. An ability to recognize and apply ethical and professional excellence for responsible decision making;
7. An ability to communicate effectively with precision and clarity, within aviation and related industries;
8. Engage in and recognize the need for lifelong learning.

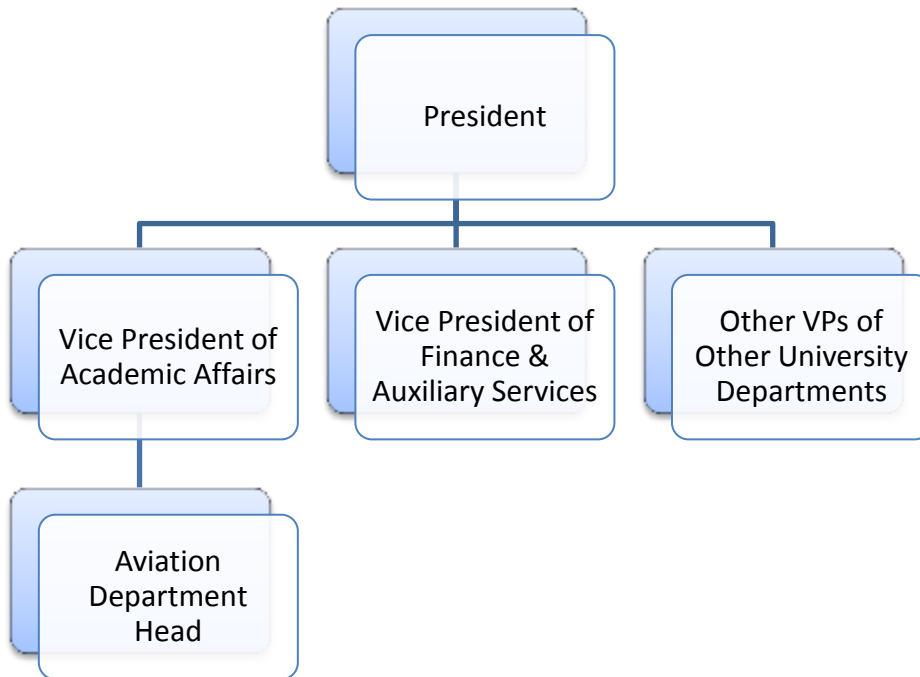
### ***Flight Operations (Professional Aeronautics):***

1. An understanding of the impact of aviation and technology in a global/societal context
2. An ability to apply the techniques, skills, and modern aviation tools to identify and solve problems
3. An ability to function on a multi-disciplinary team and operate as a crew member in an aircraft cockpit
4. An ability to apply knowledge of mathematics, science and aerodynamic principles to ensure safe and efficient flight operations
5. An ability to accurately analyze and interpret data from a variety of sources
6. An understanding of professional and ethical responsibility
7. An ability to communicate with agency representatives, superiors, subordinates, and peers with precision and clarity
8. Recognition of the need for the ability to engage in lifelong learning
9. Knowledge of contemporary aviation industry issues;
10. Students will demonstrate knowledge of business applications relating to the management of flight operations

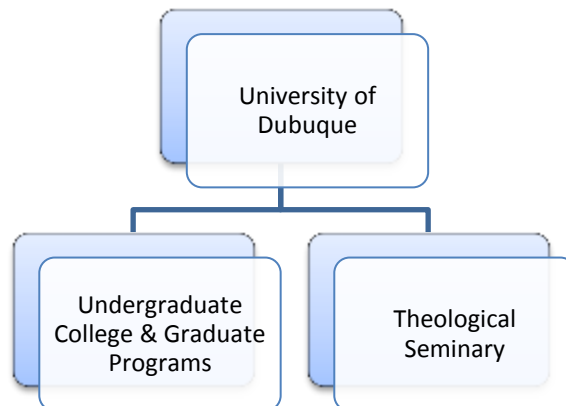
**Organization Structure:**

The Aviation Department resides in the School of Professional Programs and reports to the Vice President for Academic Affairs. Flight Operations/Education is conducted at the UD Flight Center at the Dubuque Regional Airport (KDBQ).

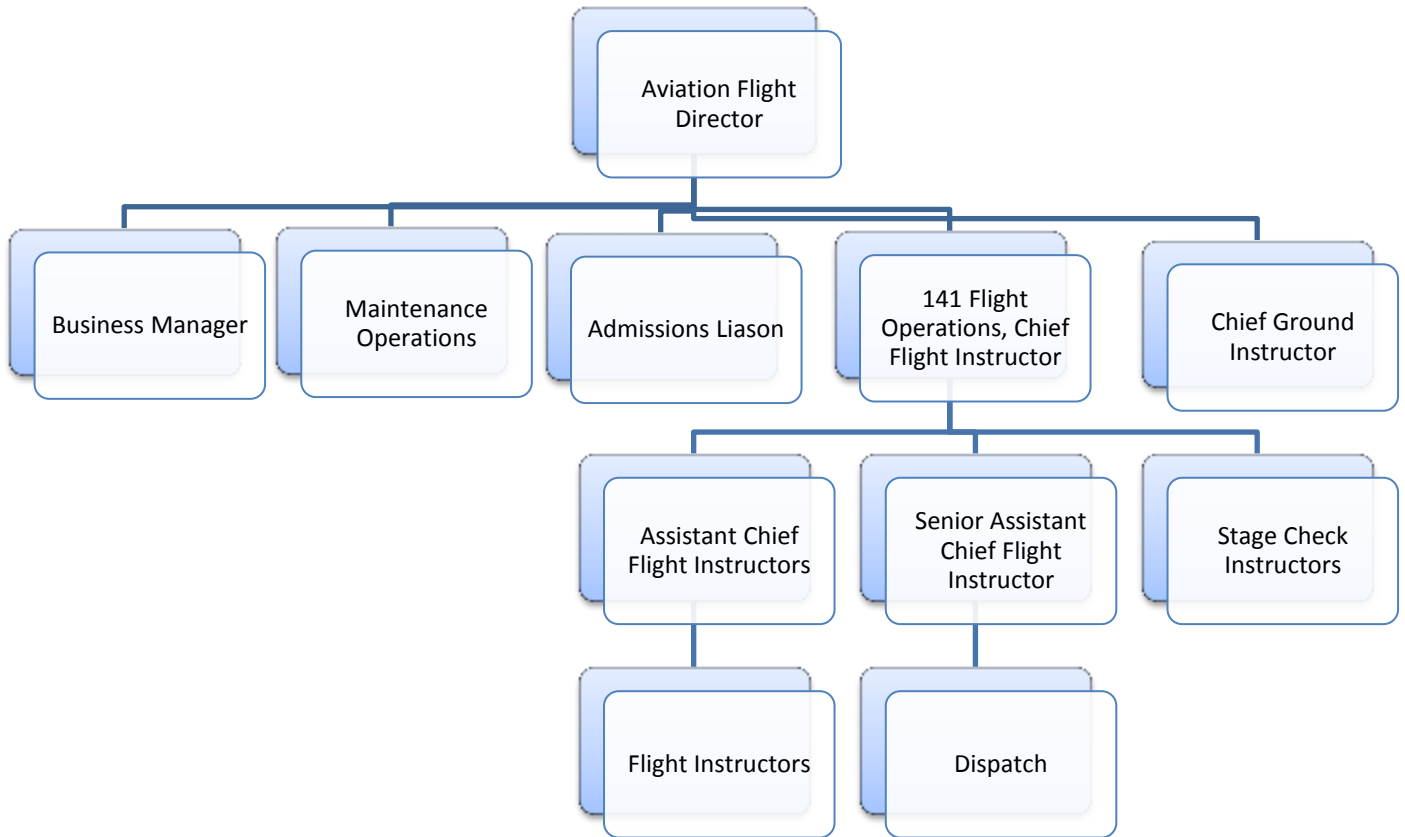
**University of Dubuque Organizational Chart**



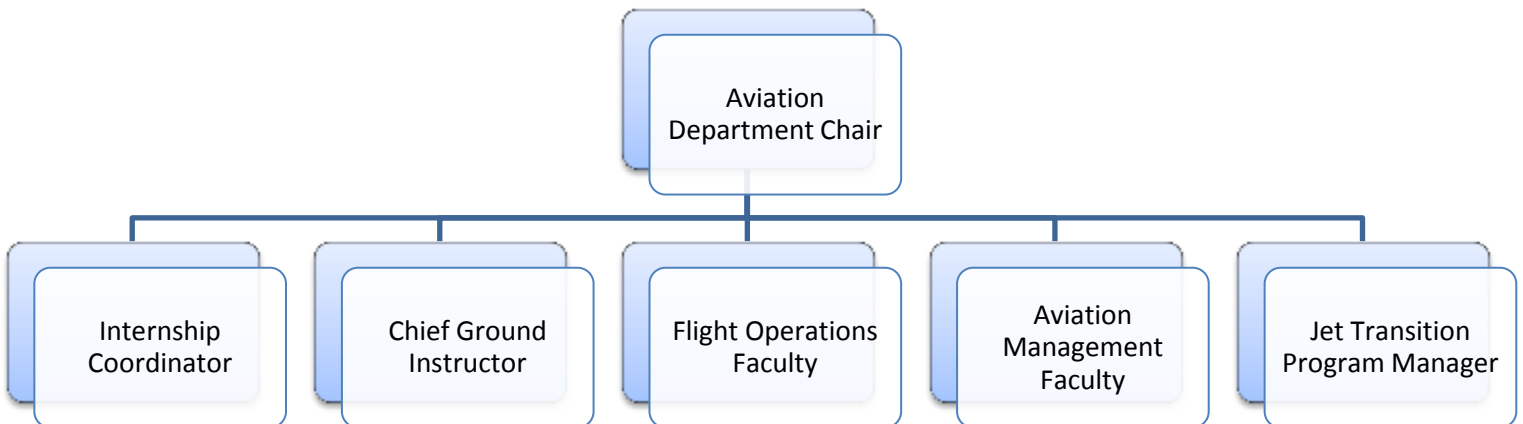
**University of Dubuque Academic Organizational Chart**



**Aviation Department - Flight Operations Organizational Chart**



**Aviation Academic Organizational Chart**





## **SECTION II: STUDENTS**

(AABI 201: Criteria 2.1 & 3.1)

## A. Student Criterion – Aviation Management & Flight Operations

Student criterion can be found in the 2012-2013 University of Dubuque undergraduate catalog at: <http://www.dbq.edu/media/academics/registrar/2012-2013-Undergraduate-Catalog.pdf>

The Aviation Department has placed data on a shared drive. The visiting team can expect some records to be maintained on a UD Moodle website created for AABI (see appendix F) and will also receive a flash drive with all pertinent documents.

Students pursuing a Bachelor of Science degree in Aviation Management and/or a Bachelor of Science degree in Flight Operations meet Department Student Learning Outcomes through a series of courses with appropriate course outcomes. Aviation academic advisors are critical in the progress to a successful graduation audit. Key evidence can be found in the Registrar's office with the use of graduation audits as well as continuous updating of course needs through the advising portion of Jenzabar found within the faculty section of MyUD. Standards for entry to the University of Dubuque have been established as follows:

### **First Year Students:**

An applicant for admission to the University of Dubuque undergraduate program must be a graduate of a high school or possess equivalent (GED), or possess an approved home school diploma. High school graduates should possess a minimum of 15 high school units of which 10 shall be from academic fields (English, Social Studies, Natural Science, Mathematics, Foreign Language). Preference is given to students in the upper one-half of their graduating class with an ACT score of 18 (SAT 850) or higher. After a thorough evaluation, the Dean of Admission may admit students who fail to meet these admission standards, but demonstrate potential to benefit from and complete a University of Dubuque Education. In most cases these students may be admitted to the Bridge Program as a condition of admission. In such cases, active participation in the Bridge Program is mandatory.

### **Transfer Students:**

The progress of transfer students will be evaluated on a case-by-case basis. After the Registrar has evaluated transfer credit hours, the student will develop an academic plan with the faculty advisor. Transfer students, at the time of matriculation to UD, will enter with a class standing in accordance with the number of credits earned and accepted by the University of Dubuque for prior education at other institutions.

The University of Dubuque will accept all courses passed at an accredited bachelor's degree-granting institution, provided the overall grade point average (GPA) for those courses is 2.0 or better. If the student's cumulative GPA at the institution from which the credits are transferred is less than 2.0, the University will accept all credit for courses in which grades earned were C or better. Transfer students should note that courses deemed equivalent to the skills courses of the UD Core Curriculum will not transfer to the University of Dubuque with a grade of less than C, independent of the cumulative grade point average for all transferring credits:

- CIS 101-Introduction to Computers **or** CIS 103-Computer Applications in Business
- COM 101-Speech Communication
- ENG 101-Composition and Rhetoric
- UDMA 111-Collegiate Math **or** UDMA 112-Algebra **or** UDMA 250-Calculus **or** PHL 114-Logical Reasoning
- RES 104 – Research Writing

If a chosen academic major does not count grades of less than a C in courses taken to fulfill major requirements, it may be necessary to repeat a course or courses. Students should be aware that a minimum cumulative grade point average (GPA) of 2.00 for all credits taken as well as a minimum grade point average (GPA) of 2.00 for credits in an academic major is required for graduation. **Exceptions** include the Elementary Education and Nursing majors. Consult department listings for specific details on GPA requirements of all majors.

Transfer students must earn at least 60 credits from an accredited bachelor's degree-granting institution. At least 30 of the last 36 credit hours earned must be earned in residence at the University of Dubuque. The only exception is if transferring to UD with an Associate's degree, then 56 credits are required.

Students entering the University of Dubuque with an Associate of Arts or Associate of Science degree from an accredited two-year or four-year institution will be considered to have completed all components of the UD Core Curriculum, with the exception of the Judeo Christian Tradition, World View III and World View IV components of the core. For most programs of study, World View III and World View IV will be covered by courses completed as a part of the major requirement.

*Academic Suspension:* Students on academic probation who do not perform satisfactory work towards removing themselves from academic probation during the next term in which they are enrolled are subject to suspension or dismissal. The university reserves the right at any time to suspend any student who is not making satisfactory academic progress towards a degree. The time period of suspension will be for at least one term (fall or spring). Students requesting to return to the University of Dubuque after the suspension period should contact the Admission Office to apply for re-admission.

Students placed on academic suspension or probation at the end of a Spring term may have their academic records reviewed the following August to determine if any academic credits received for summer coursework, either in residency or elsewhere, will affect their academic standing. It is the responsibility of the student to notify the Registrar of any summer coursework taken prior to the start of the fall term.

### **Credit for Prior Learning:**

In some cases, students may receive University of Dubuque credits for demonstrating that they have already achieved certain learning outcomes that are the focus of UD coursework.

### **Advanced Placement:**

College credit is awarded to those students entering the University of Dubuque from high school who present proper evidence of having taken college level Advanced Placement (AP) examinations in one or more subjects with the College Entrance Examination Board, provided the scores are sufficiently high. Students are required to present to the Registrar official AP score reports prior to enrolling for their first term of attendance at the University of Dubuque. An AP score of 3 or higher will earn credits in accordance with the credit value of the equivalent University course.

### **College-Level Examination Testing (CLEP):**

The College-Level Examination Program® (CLEP) offers students the opportunity to receive college credit for what they already know. Students can earn qualifying scores on any of the 33 introductory-level college subject examinations and accelerate their education. The 90-minute exams are administered at the University of Dubuque in the Academic Success Center (ASC).

Visit [www.collegeboard.org/CLEP](http://www.collegeboard.org/CLEP) to find out more about CLEP, where a list of the examinations available through CLEP, a list of the colleges and universities that offer class equivalencies for CLEP exams, and exam preparation materials can be found.

CLEP exams may be scheduled at the University of Dubuque as allowed by available space in the ASC Testing Center.

### **Credit by Examination:**

If appropriate, a student may seek to earn "credit by examination" for specific UD courses by passing a special examination prepared by the instructor of a course. A student pursuing this option is not permitted to attend the regular course sessions prior to taking the examination. Permission of the instructor must be obtained and a fee paid before such an examination is administered.

**Credit for Non-Collegiate Educational Experiences (Armed Services):**

College credit may be granted to veterans for service schools attended. Recommendations of the Guide to the Evaluation of Educational Experiences in the Armed Forces, prepared by the American Council on Education, will be used to determine if credit will be allowed.

**Portfolio of Experiential Learning:**

The portfolio program, administered by the Vice President and Associate Dean for Academic Affairs, is for those whose prior experiential learning cannot be evaluated by any of the methods discussed previously. Students prepare a portfolio explaining and documenting how they achieved specific learning outcomes that are the focus of UD coursework. The portfolio is assessed for possible credit by faculty in the academic department petitioned.

To be eligible, candidates must be admitted students and have earned a minimum of 15 credits at an accredited college or university, at least six of which must have been taken as a UD student. The maximum number of credits able to be earned via portfolio is 20% of the total number of credits required for the departmental major. A fee equal to 20% of the current undergraduate per-credit-hour tuition will be charged. Students interested in this option should apply to the relevant department.

## B. Supporting Information

Admission Data Table:

Year	2009	2010	2011	2012	2013
First year students	42	48	45	45	59
External Transfers	11	11	15	7	17
<b>Totals</b>	<b>53</b>	<b>59</b>	<b>60</b>	<b>52</b>	<b>76</b>

Year 2013	Number of Students
In-state/province	24
Out-of-state/province	47
International	5
<b>Totals</b>	<b>76</b>

Quality of New Students Table:

2013-2014	Scores		
	Verbal	Math	Composite
ACT or international equivalent	24	27	24
SAT or international equivalent	474.5	490.83	959.67

## Enrollment Data Table:

Year	2009	2010	2011	2012	2013
First year students	42	38	49	47	63
Second year students	28	28	34	53	47
Third year students	34	34	39	37	49
Fourth year students	63	54	50	28	42
<b>Totals</b>	167	154	172	165	201

Year	2009	2010	2011	2012	2013
Full-Time	162	153	167	160	196
Part-Time*	5	1	5	5	5

\* Students in less than 12 credit hours are considered part-time.

## Grading System

### **GRADES:**

Final grades are recorded on a transcript of record located in the Registrar's Office. The following system of grading is used in reporting the quality of student work:

### **Letter Grade:**

LETTER GRADE	GRADE POINTS	COMMENTS
A	4.00	Superior
A-	3.67	
B+	3.33	Very Good
B	3.00	
B-	2.67	
C+	2.33	
C	2.00	Average
C-	1.67	
D+	1.33	
D	1.00	
D-	0.67	
F	0.00	Failing
OTHER GRADES		
P	Pass (Credit)	
I	Incomplete	
W	Withdrawal	
WP	Withdrawn Passing	
WF	Withdrawn Failing	
AU	Audit	
CR/NC	Credit/No Credit	
IP	In Progress	
WIP	Work in Progress for FLI courses. Students required to complete within 3 semesters	

### **Credit Grade (CR)**

The grade of credit (CR) has no grade-point value and therefore no effect on the calculation of a student's grade point average. The CR signifies the completion of credits toward graduation with no grade point value attached to the credits. A grade of NC indicates no credit was earned in a class.

### **Change of Grade**

The only acceptable reason for a change of grade (except for "I") after it has been recorded by the Registrar is that the faculty member made an error in determining or recording the grade. To change a grade, the faculty member must complete a change-of-grade request form indicating the cause of the error and must submit that form to the Academic Affairs Office. If the request is approved, that office will forward it to the Registrar, who will record the change of grade.

### ***Final Grade Appeal***

Students may appeal final grades from classes at the 400-level or below if they believe 1) there has been a violation, misapplication or non-application of a University rule or policy, or 2) there has been a violation, misapplication or non-application of a specific course's rule or policy according to its syllabus. Since appeals involve questions of judgment, recommended action that a grade be revised in the student's favor will not be made unless there is clear evidence that the original grade was based on inaccurate, prejudiced or capricious judgment, or was inconsistent with official University policy or the policies set forth in the syllabus for the course. Students shall have protection against inaccurate, prejudiced or capricious academic evaluation through the publication of clear course objectives, grading procedures, and evaluation methods. At all levels of this final grade appeal process, students will provide written documentation (e.g. copies of assignment instructions, rubrics, syllabi, graded papers, graded tests, other graded assignments, etc.) to substantiate the appeal. Students who wish to appeal a final grade should obtain a complete copy of the policy and procedures from the Office of Academic Affairs. The process specifies informal procedures and formal procedures that culminate, when necessary, in a final grade appeal hearing before a Final Grade Appeal Committee appointed by the Associate Dean for Academic Affairs. Deadline for initiating a final grade appeal is 25 class days into the next 15-week term.

### ***Incomplete Grades***

A grade of incomplete (I) may be assigned in a course when a student, because of circumstances beyond his or her control, is unable to complete the required work by the end of the grading period. Prior to the end of the grading period, the instructor will fill out a Request for an Incomplete Grade (RIG) form, specifying the deadline for completion of the work. This form is forwarded to the Registrar's Office, and an "I" is recorded on the student's academic record. When the course work is completed, as outlined on the RIG form, the instructor will assign a final grade and report it to the Registrar by the conclusion of the following term (fall/spring). An extension for an Incomplete must be approved by the Associate Dean for Academic Affairs. The Registrar will monitor RIG forms on file each term and notify instructors on deadlines to submit final grades. If neither a grade (after deadline) nor an extension has been received, the default grade (from the RIG form) will be recorded for the course. If no default grade is recorded on the RIG form, a grade of F will be recorded. Any additional expense incurred with an "I" is the student's responsibility. Students may not graduate with incomplete grades on their academic transcript.

### ***Repeating a Course***

A student who has earned a C minus or less in any course may elect to take that course again to attempt to improve the grade. Students may also take courses on a refresher basis, if they wish to repeat courses for which they already have college credit. Course repeats, when a passing grade has been previously earned, may not be used to meet the minimum credit completion requirements. After a course is repeated, the credits and grade points already on the student's record for that course shall no longer be used to count toward total credits earned or cumulative GPA, and the results of the most recent attempt shall stand as official.

### ***Wendt Character Initiative***

The Lester G. Wendt and Michael Lester Wendt Character Initiative at the University of Dubuque was established in March 2004. Implementation of the Initiative began with the 2004-2005 academic year. The Initiative was made possible by a generous memorial gift from the son and daughter-in-law of the late Lester G. Wendt and the parents of Michael Lester Wendt. In so doing, the donors wished to advance those principles of living and working exemplified by Lester and Michael that informed their concerns for lives of purpose and character. Thus, centered in the University's *Mission and Values* and consonant with its Reformed Christian identity, the Initiative engages the university community in a cooperative and spirited effort to foster intellectual understanding of and personal commitment to leading lives of purpose and excellent moral character. It does so in a manner that enhances a shared culture of character incorporating the virtues of truthfulness, honesty, fairness, and The Golden Rule. The Wendt Center for Character Education has responsibility for oversight of the total Initiative. Other components of the Initiative include the Wendt Character Scholars Program, the Michael Lester Wendt Lectures, the Wendt Library Collection, and Faculty Project Support.



### **Graduation Honors**

Scholastic honors awarded at graduation for bachelor degrees are cum laude, magna cum laude, and summa cum laude. Such honors are based on the cumulative grade point average:

- **Cum laude:** awarded to those who earn a cumulative average of at least **3.50**
- **Magna cum laude:** awarded to those who earn a cumulative average of at least **3.75**
- **Summa cum laude:** awarded to those who earn a cumulative average of at least **3.90**

### **Scholastic Honors**

Full time students who earn a semester GPA of 3.5 or above are named to the Dean's List. Part-time students are eligible for the same honors after they have accumulated credit hours at intervals of 15, 30, 45, 60, 75, 90, 105, and 120.

### **Alpha Chi**

The University selects students for membership in the Iowa Zeta chapter of Alpha Chi, a national honor society that promotes and honors academic excellence and exemplary character. Each spring, no more than 10% of the junior and senior classes are invited to join the society. This high distinction recognizes these students' outstanding achievements.

### **Student Recognition**

Students who excel in academic and extracurricular activities on campus may be named to the national publication *Who's Who Among Students in American Colleges and Universities* by the faculty and professional staff.

### **Scholar/Leader Honors Program**

All UD students are invited to participate in the Scholar/Leader Honors Program. This program is designed for students who are committed to excellence. The program consists of enhanced opportunities to learn critical thinking, effective communication, servant leadership, and global awareness. In order to continue involvement in this program, students are expected to maintain a 3.25 GPA in their major, to successfully complete enhanced coursework, and to complete a capstone project during their senior year. In addition to self-nominations, students are invited into the program by professors, faculty advisors, and the Dean of Admission. Additional information is available from the Director of the Scholar/Leader Honors program.

### **Grade Point Average**

The grade point average (GPA) is a quantitative index of a student's scholarly achievement. The GPA is determined by dividing the total number of grade points by the total hours for which the grade points were assigned. Courses in which grades of I, P, W, WP, WF, CR, AU, or IP have been assigned are not included in computing the GPA. A grade of F is included in the computation.

### **UD GPA**

UD GPA will be used in determining scholarships (when based on GPA after matriculation at UD), academic standing, eligibility for graduation, graduation honors, and eligibility for athletics. UD GPA will include only those credits earned at UD and those earned through cross-registration at Clarke University and Loras College.

<b>Attempted Minimum</b>	<b>Hours Cumulative GPA</b>
0-16	1.60
17-32	1.80
33-48	1.90
49+	2.00

A student will not be penalized if one of the following applies to him/her:

- He/she has In-progress flight courses.
- He/she has an incomplete grade(s) that will be completed by the end of the following term.
- He/she has completely withdrawn from the university earning all 'W' grades.

Students who are placed on academic probation must meet with both their academic advisor and an advisor from the Academic Success Center (ASC) in order to develop an academic recovery plan. Students on academic probation are limited to 13 credit hours and will be required to maintain weekly attendance in the ASC. Probationary students' participation in extracurricular activities will be dependent on completing the academic recovery plan and continuing to maintain weekly attendance in the ASC.

### ***Academic Suspension***

Students on academic probation who do not perform satisfactory work towards removing themselves from academic probation during the next term in which they are enrolled are subject to suspension or dismissal. The university reserves the right at any time to suspend any student who is not making satisfactory academic progress towards a degree. The time period of suspension will be for at least one term (fall or spring). Students requesting to return to the University of Dubuque after the suspension period should contact the Admission Office to apply for re-admission.

Students placed on academic suspension or probation at the end of a Spring term may have their academic records reviewed the following August to determine if any academic credits received for summer coursework, either in residency or elsewhere, will affect their academic standing. It is the responsibility of the student to notify the Registrar of any summer coursework taken prior to the start of the fall term.

### ***Suspension Appeal Process***

A student suspended from the University of Dubuque has the right to appeal. The information provided in that appeal is the basis for decision from the Academic Standing and Admission Committee. Students who are readmitted after suspension and fail to do satisfactory work toward achieving good academic standing may be dismissed from the University and will not normally be allowed to re-enter at a later date. A student that does not appeal his/her suspension and sits out the required term and then wants to return to the University of Dubuque must request an application for re-admission from the Admission Office. Applications should be submitted one month prior to the term for which the student wants to re-enroll, but the period between suspension and re-admission must include one Fall or Spring term. A student must submit a written explanation of his/her time away. In the explanation, the student must demonstrate a strong commitment to improving his/her past academic record. In addition, a student who has been suspended and wishes to apply for re-admission must meet the criteria found in his/her letter of suspension from the University. The criteria normally include successfully taking courses elsewhere and/or receiving counseling/study skills assistance for an extended period of time.

### ***Athletic Eligibility***

To be eligible to compete and practice in intercollegiate athletics, student-athletes must be registered as full-time students during the term of participation. Student-athletes are subject to the academic standing policies as defined by the University of Dubuque. Student-athletes are considered to be in good academic standing provided their GPA and credits completed do not place them in academic suspension. To be eligible for Fall term competition, student-athletes must pass a minimum of 24 credit hours the previous Fall, J-term, Spring and Summer terms combined. To be eligible for J-term/Spring term competition, a student-athlete must pass a minimum of 12 credit hours in the previous Fall and Summer terms or 24 credit hours in the previous Fall, Summer and J-term/Spring terms combined. According to NCAA and IIAC rules, student-athletes have 10 terms of full-time enrollment to utilize four seasons of participation. A student-athlete who practices after the first date of competition, and never competes, has completed a season of competition.

**Academic Dishonesty Policy**

Academic dishonesty is defined in the Values Violations (Integrity) section of the Student Handbook (see [www.dbq.edu/studentlife](http://www.dbq.edu/studentlife)). A determination of academic dishonesty typically results in the imposition of progressive sanctions; specifically:

<b>First offense:</b>	A grade of zero points or no credit for the <u>quiz, test, examination or work</u> .
<b>Second offense:</b>	A grade of F or No Credit for the <u>course</u> and may not participate in co-curricular activities.
<b>Third offense:</b>	In addition to a course grade of F or No Credit, the student is subject to <u>dismissal from the University</u> .

Academic dishonesty offenses are subject to appeal by the accused student. Faculty and students should consult the full policy for details.

**Student’s Right to Petition**

In any disagreement over the interpretation of academic regulations or the existence of extenuating circumstances which might justify special consideration, the student may file a petition with the Associate Dean for Academic Affairs.

**Transfer Students**

The progress of transfer students will be evaluated on a case-by-case basis. After the Registrar has evaluated transfer credit hours, the student will develop an academic plan with the faculty advisor. Transfer students, at the time of matriculation to UD, will enter with a class standing in accordance with the number of credits earned and accepted by the University of Dubuque for prior education at other institutions.

**Course Equivalency Approval for Current University of Dubuque Students**

Prior approval by the Registrar is required for courses taken at other institutions, including courses at Clarke University and Loras College, if the student wishes to transfer the course back to UD to fulfill a graduation requirement. Students are encouraged to consult with the Registrar on questions regarding transfer equivalency of courses. If the graduation requirement is part of the major or minor, approval of the department head is also required. Course Equivalency forms are available in the Registrar’s office.

## **Record Keeping:**

### ***Academic Record Keeping – Aviation Management & Flight Operations***

Course grades are recorded in *MyUD* by the faculty which is maintained by the Registrar's Office. Grades are entered into the student's official academic record. Students are sent end-of-semester grade reports and can view their unofficial transcripts online. These forms and guidance are provided in the Registrar's Office.

### ***Graduation Audit***

Students will apply for graduation in coordination with their assigned academic advisor. The advisor, Department Head, and Registrar must approve each graduation application. The courses listed on the graduation applications that are required for the major and/or minor are cross-checked with the student's transcript in *Jenzabar (student information database)*, or *MyUD* for satisfactory completion and grade point average. A copy of the graduation audits forms can be found in the Registrar's office.

Paper files for each student are stored in file cabinets in the Registrar's office at the University of Dubuque. Information is also kept in *Jenzabar*. New student information is entered by staff in the Admissions department at the University of Dubuque. Academic records are maintained in *Jenzabar* and are linked to *MyUD*. *Jenzabar* holds all official student records.

The *Jenzabar* database is automatically backed up to a server nightly. Transaction logs are backed up every hour to the server itself. In addition, backups are saved nightly to tape and stored in the fireproof safe in the archives of the library.

**Academic Performance Table:**

<b>Students on the Honor Roll 2013</b>								
<b>Year of Study</b>	<b>Fall 2013</b>		<b>Winter</b>		<b>Spring 2013</b>		<b>Summer</b>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
<b>Freshman</b>	16/61	26 %			0	0		
<b>Sophomore</b>	12/61	20 %			9/50	18 %		
<b>Junior</b>	14/61	23 %			12/50	24 %		
<b>Senior</b>	19/61	31 %			29/50	58 %		
<b>Totals</b>	<b>61</b>				<b>50</b>			

<b>Students on Academic Probation 2013</b>								
<b>Year of Study</b>	<b>Fall 2013</b>		<b>Winter</b>		<b>Spring 2013</b>		<b>Summer</b>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
<b>Freshman</b>	2/11	18 %			4/12	33 %		
<b>Sophomore</b>	4/11	36 %			6/12	50 %		
<b>Junior</b>	5/11	46 %			2/12	17 %		
<b>Senior</b>	0/11	0.0%			0	0.0%		
<b>Totals</b>	<b>11</b>				<b>12</b>			

<b>Students who were dismissed, withdrew from the institution, or transferred to another program</b>								
<b>Year of Study</b>	<b>Fall 2013 (from Spring 2013)</b>		<b>Winter</b>		<b>Spring 2014 (from Fall 2013)</b>		<b>Summer</b>	
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
<b>Freshman</b>	3/7	43%			9/63	14%		
<b>Sophomore</b>	11/48	23%			4/47	9%		
<b>Junior</b>	3/46	7%			1/49	2%		
<b>Senior</b>	5/45	11%			3/43	7%		
<b>Totals</b>	<b>22/146</b>	<b>15%</b>			<b>17/202</b>	<b>8%</b>		

## Academic Advisement

### ***Aviation Department Academic Advisement Policies:***

The Aviation Department Chair, in coordination with the Registrar and the Assistant Dean for Academic Advising, assigns an aviation faculty or senior aviation professional staff member to each student for academic advising. All Aviation students meet with an advisor once a semester, at a minimum, to determine academic progress and advise students on classes for the following semester. With the exception of freshman (less than 24 credits), all other students self-register for classes once they have met with their advisor and the advisor has cleared them through *MyUD* for registration. Students use *MyUD* to self-register for classes.

Each student will have an academic advisor to provide assistance in designing a program and scheduling classes to meet the objectives of the college and the student. It should be noted that while academic advisors aid students in this way, the responsibility for meeting all graduation requirements rests ultimately with the student. Students identified with academic performance issues are referred to the UD Cares program or the Academic Success Center, as appropriate. The Aviation Department faculty advisors generally advise both Aviation Management and Flight Operations students. However, if students chose to double major or pursue minors in other departments, and depending on their level of experience, Aviation Advisors will work with the academic advisors of those respective departments to provide students with a schedule that ensures timely progress toward the completion of the program.

<b>Faculty/Instructors (Spring 2013)</b>	<b>Number of Advisees</b>
Associate Professor, Dept. Chair, Steven R. Accinelli	51
Associate Professor, Polly A. Kadolph	<i>On Sabbatical</i>
Assistant Professor, Kenneth Godwin, Jr.	26
Assistant Professor, Chaminda Prelis	27
Assistant Professor, Brett Ray	29
Chief Flight Instructor, Michael J. Glynn**	15
Instructor of Aviation, Nolan Schneider	10
Assistant Chief Instructor, Jay Jubeck	15
Flight Safety Manager Suzanne Peterson **	15

*\*\*Flight students only*

## **Aviation Department Student Activities:**

Within the Aviation Department, there are three organizations that are advised by Aviation Faculty. Aviation specific organizations include Alpha Eta Rho, Flight Team, and Women in Aviation. These organizations are open to all University of Dubuque students, but are primarily focused on Aviation Management and Flight Operations students.

### ***Alpha Eta Rho (AHP)***

Alpha Eta Rho (AHP) is an international professional college aviation fraternity that serves as a contact between the aviation industry and educational institutions to foster, promote, and mentor today's college students toward successful careers in any aviation field. The student members at UD are part of the Upsilon-Delta chapter. Total membership for the 2012-2013 academic year: 33.

### ***National Intercollegiate Flying Association (Flight Team)***

The National Intercollegiate Flying Association (NIFA) is a professional organization that provides a forum of competition and learning for aviation students from colleges all around the United States. "The National Intercollegiate Flying Association was formed for the purposes of developing and advancing aviation education; to promote, encourage and foster safety in aviation; to promote and foster communications and cooperation between aviation students, educators, educational institutions and the aviation industry; and to provide an arena for collegiate aviation competition (NIFA Mission Statement)." Total membership for the 2012-2013 academic year: 21.

### ***Women in Aviation International (WIA)***

Women in Aviation International (WIA) is a nonprofit organization dedicated to the encouragement and advancement of women in all aviation career fields and interests. WIA is an "organization formed for the purpose of supporting women's professional growth and enrichment in the aviation industry by providing opportunities to share information, network, educate and create a sense of community (UD Chapter Mission statement)." WIA is open to male and female students at UD. Total membership for the 2012-2013 school year: 25.

### ***Aviation Student/Faculty Activities***

Students evaluate teachers each semester. These teacher evaluations are conducted in a minimum of two courses per semester or four courses per year. Students within each course fill out a course and faculty evaluation survey. There are two forms of evaluation. The first is the Individual Development and Educational Assessment (IDEA) Diagnostic Form report that is available to the students in electronic or paper format. The second is more of a qualitative assessment called the Instructional Assessment System (IAS), only available in electronic format.

Evaluations are reviewed by the Vice President for Academic Affairs and Chair of the Aviation Department every semester. A copy is also provided to the faculty member teaching the course. This data is used to enhance each course, as appropriate. The data is also used to enhance the performance of the faculty members themselves. Students are encouraged to provide feedback of the content and assignments that are offered in each course. A number of changes to increase the robustness of coursework have been made based on student feedback.

Aviation students are invited to participate in Aviation Department Faculty meetings. The leadership teams of the Aviation Student Organizations (AHP, Flight Team, and WIA) are invited to meet with the Chair of the Aviation Department a minimum of once per academic year to provide feedback on the aviation program. Students are also invited to meet and provide feedback to the Aviation Advisory Board members during their annual meeting.

Additionally, students are encouraged to actively seek internships not currently offered by the aviation department and also to apply for internships that are already established. Due to this collaborative partnership, the Aviation Department's internships offerings have grown over the past four years.

### **Campus-wide student activities:**

Aviation students also actively participate in a number of other activities/organizations within the campus community. The campus boasts over 75 student-led organizations. The following is not a complete list of organizations, but a list of those that attract a large number of aviation students.

#### ***Army ROTC (Reserve Officers' Training Corps)***

Total membership for the 2012-2013 academic year: 8 members from the Aviation Department

#### ***Athletics***

Total membership for the 2012-2013 academic year: 41 members from the Aviation Department

#### ***Fine and Performing Arts (Band, Choir and Theatre)***

Total membership for the 2012-2013 academic year:

Choir: 9 members from the Aviation Department (roughly 25% of the concert choir)

Band: 9 members from the Aviation Department (nearly 33% of the band)

Theatre: 1 member from the Aviation Department

#### ***Student Government Association***

Total membership for the 2012-2013 academic year: 3 members from the Aviation Department



## Graduates and Placement Data Table

### **Aviation Management:**

AVIATION MANAGEMENT					
	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
<b>Associate</b>	N/A	N/A	N/A	N/A	N/A
<b>Baccalaureate</b>	20	22	22	21	14

AVIATION MANAGEMENT (2013)	
Type of Employer/Advanced Degree	No. of Students
Aviation-related employment or degrees:	
Aviation Management	7
Flight	6
Aviation Electronics	
Air Traffic Control	
Aviation Maintenance	2
Safety	
Material or Equipment Supplier	1
Manufacturing	
Other employment	
Aviation-related degree	2
Other, non-aviation-related employment or degrees	
Non-Aviation Employment	3
Non-Aviation Degree	
Seeking Employment	
No Information	
<b>The average annual salary for the graduates listed is:</b>	<b>\$24,800</b>

**Flight Operations:**

FLIGHT OPERATIONS					
	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
<b>Associate</b>	N/A	N/A	N/A	N/A	N/A
<b>Baccalaureate</b>	29	33	15	22	16

FLIGHT OPERATIONS (2013)	
Type of Employer/Advanced Degree:	No. of Students
Aviation-related employment or degrees:	
Aviation Management	3
Flight	16
Aviation Electronics	
Air Traffic Control	
Aviation Maintenance	
Safety	
Material or Equipment Supplier	1
Manufacturing	
Other employment	1
Aviation-related degree	1
Other, non-aviation-related employment or degrees	
Non-Aviation Employment	3
Non-Aviation Degree	
Seeking Employment	
No Information	
<b>The average Annual Salary for the Graduates listed are:</b>	<b>\$27,700</b>

## **SECTION III: PROGRAM MISSION AND EDUCATIONAL GOALS**

(AABI 201: Criteria 2.2, 3.2 & 4.2)

## A. Program Mission

The University of Dubuque is a small, private university affiliated with the Presbyterian Church (U.S.A.) offering undergraduate, graduate, and theological seminary programs. The University is comprised of individuals from the region, the nation, and the world.

As a community, the University practices its Christian faith by educating students and pursuing excellence in scholarship. Therefore, the University of Dubuque is committed to:

- The Presbyterian tradition;
- Excellence in academic inquiry and professional preparation;
- Relationships which encourage intellectual, spiritual, and moral development;
- Community where diversity is appreciated and Christian love is practiced;
- Stewardship of all God's human and natural resources;
- Zeal for life-long learning and service.

The Aviation Programs provide students with the academic and professional tools needed to achieve success in the constantly changing aviation industry. The mission of the Aviation Department is to provide students with the professional skills that allow for success in all segments of the Aviation Industry while enhancing their critical thinking and decision making skills. The Aviation Department supports the University of Dubuque mission by: establishing excellence in professional preparation; fostering a zeal for life-long learning; and focusing on the development of professional skills enhanced by technology and integrated with safety practices; and is characterized by fiscal prudence with quality equipment and facilities.

The University mission statement is published in the UD 2012/2013 Undergraduate Catalog and can be found at: <http://www.dbq.edu/media/academics/registrar/2012-2013-Undergraduate-Catalog.pdf>

The following table summarizes the published educational goals, the various assessments utilized as well as the evidence accumulated to assure the goal has been appropriately evaluated. Each goal is discussed to assure proper alignment with the university goals.

<b>GOAL</b>	<b>ASSESSMENT(S)</b>	<b>EVIDENCE</b>
<b><i>Establish Excellence in Professional Preparation</i></b>	<ul style="list-style-type: none"> <li>• Developed program Student Learning Outcomes (SLO) with continuous assessment</li> <li>• Higher Learning Commission (HLC) Visit</li> <li>• Aviation Accreditation Board International (AABI) visit</li> <li>• UD Aviation Advisory Board (AAB) review</li> <li>• Participation in Industry/Education Events</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments and student work</li> <li>• Visiting team report</li> <li>• Agendas and resolutions</li> <li>• RAA, NTAS, UAA, AABI, NBAA and others</li> <li>• Voice Recognition study with Rockwell Collins</li> </ul>
<b><i>Foster a Zeal for Life-Long Learning</i></b>	<ul style="list-style-type: none"> <li>• Periodically evaluate SLOs in Aviation Management and Flight Operations program</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys from students and alumni</li> </ul>
<b><i>Develop Professional Skills Enhanced by Technology</i></b>	<ul style="list-style-type: none"> <li>• Assessment of program SLOs</li> <li>• Faculty membership on UD's CORE and Curriculum Committees</li> <li>• Evaluate supporting technology for further investments</li> </ul>	<ul style="list-style-type: none"> <li>• Adopted better simulation software for Airline Management class</li> <li>• Moved primary training fleet to G1000</li> <li>• Acquired flight simulation to support G1000</li> <li>• Involved Library and ASC to enhance research &amp; writing skills</li> <li>• Added I-pad stands to CRJ to reflect Electronic Flight Bags (EFB) in the Cockpit</li> <li>• Acquired I-pads as EFBs for Flight Instructor staff</li> </ul>
<b><i>Integrate Safety Procedures Throughout all Flight &amp; Ground Activities</i></b>	<ul style="list-style-type: none"> <li>• Regularly review course level building blocks</li> <li>• Safety reporting forms usage</li> <li>• Meeting with aviation student leadership</li> <li>• Safety meetings</li> <li>• Periodic review of key documents</li> <li>• Wendt character initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Changes to AVI 145, AVI 233, AVI 349 and AVI 495</li> <li>• Trend monitoring and Safety Committee meeting minutes</li> <li>• Aviation Student Leadership meeting notes</li> <li>• Safety Meeting attendance roster</li> <li>• Changes to Flight Center Staff Manual and Student Operations Manual</li> <li>• Syllabi and student activities</li> </ul>
<b><i>Be Good Stewards of Equipment, Facilities &amp; Other Key Resources</i></b>	<ul style="list-style-type: none"> <li>• Use UD's Airport Reporting system for repairs</li> <li>• Schedule regular cleaning of flight center equipment</li> </ul>	<ul style="list-style-type: none"> <li>• FAA Maintenance Inspections</li> <li>• Student work usage</li> <li>• Campus visit comments from families &amp; prospective students</li> </ul>

## B. Program Educational Objectives Criterion – Aviation Management

### **Educational Objectives:**

An important feature of our programs is the integration of a strong, aviation-based, business and technology emphasis with a liberal arts foundation. All programs also provide sufficient electives for students to pursue certain individual specializations for career objectives within the field. All programs also include opportunities for internships with national and local companies; these include airlines, fixed base operators, aircraft charter firms, airport authorities, and others.

The Bachelor of Science in Aviation Management prepares students for a career in any aspect of business, leadership and for managerial roles in the aviation industry. Students have the opportunity to explore and learn the management and operation of domestic and international airlines, modern airports, corporate aviation, and fixed-base operators (FBO's.) The learning outcomes for the Aviation Management degree are:

1. The ability to demonstrate the impact of aviation, technology and business sustainability in a global and societal context;
2. An ability to apply the techniques, skills, and modern aviation management tools to perform business related tasks;
3. An ability to function on a multi-disciplinary and diverse management team which includes technical and management issues;
4. An ability to apply knowledge of mathematics, science and/or applied science to ensure safe and efficient operations;
5. An ability to accurately analyze and interpret data to solve a variety of problems;
6. An ability to recognize and apply ethical and professional excellence for responsible decision making;
7. An ability to communicate effectively with precision and clarity, within aviation and related industries; and
8. Engage in and recognize the need for lifelong learning.

### **Measurement and Assessment Process:**

#### ***Timeline of assessment***

The Aviation Department uses an annual (Academic Year) process to look formally at an outcome or set of outcomes. Plans are developed in August, lead faculty for each outcome are assigned, interim reviews are conducted in January, draft reports are due in June, and final reports are due no later than October.

Each of the above outcomes has a methodology developed to assist with evaluation of each outcome. The current measurement criteria correspond with the list above.

The review is undertaken by one aviation faculty member who reviews the syllabi and the assignments that have been chosen to measure this outcome. Once the initial review has been completed, the faculty member presents the findings to the entire aviation faculty for review. The collected information is archived after approval of the full aviation department faculty. The assessment strategy for each outcome is listed in Section IV.

#### ***Signature Data:***

We collect signature data from a minimum of one course per learning outcome as evidence in support of I-R-M charts found in Section IV. This becomes the basic evidence in applying the above over-arching methodology.

#### ***How assessment results are used and by whom to document successes and shortcomings***

Aviation Department uses external and internal assessments to identify areas of weakness and where possible areas of interest. When shortcomings are determined, plans are developed and resources are gathered to address these issues.

Minutes are the primary set of evidence indicating future actions. Formal assessments do result in plans to address shortcomings as well as to take no action when the process provides validation.

***How plans are established to address shortcomings***

This depends on the level of resources required. In most cases, the faculty makes changes to the courses as needed or recommended. In very rare instances issues are raised to the Vice President for Academic Affairs and, as appropriate, to university faculty committees or other administrators.

***Pertinent Constituents:***

The following departments and committees participate in assessment of outcomes. Identified program recommendations are followed up with syllabi changes, course flow adjustments, and program development to address short comings.

- The Curriculum Committee and Core Committee
- Assessment Committee

**Examples of the Change Process:**

The following examples are two of the more large-scale comprehensive changes we have undertaken. These are more long term and required the collaboration of multiple internal and external stake-holders, and departments across the university.

One of the issues the Aviation Faculty noted was that most students' ability to write a technical or business document, such as a memo, an executive summary, or even a business proposal, did not meet industry expectations. The department as a whole realized that this was a key area in which the students lacked skills and was a skill that was essential not only to future managers, but also to pilots graduating from the program. Further discussions the Aviation Department had with industry professionals showed that these skills are highly valued in the industry. The discussions also revealed that students were not getting enough writing exposure before they graduated, which translated into poor written performance once they started working in the industry.

At the onset of our discussions, it was decided to include staff from UD's library and Writing Center as part of a more open and collaborative effort on the part of the Aviation Department. It was also an effort that was encouraged by the Vice President of Academic Affairs. There were a number of approaches discussed among this group. In the end it was determined that the department would add a two class period technical writing and research seminar to a Sophomore level class followed up by smaller sessions as review in a number of other classes.

Another, ongoing, example involved the Wendt Center for Character Development. It was noted that we should have a more robust discussion into areas such as character, ethics, professionalism, vocation and leadership. Based on these findings, we are in the process of implementing changes to a number of classes to include these topics. A 100 level class will be used to introduce these topics, a 200/300 level class to explore these topics in-depth, and a 400 level class to complete the cycle by revisiting these topics at a much higher level.

## C. Program Educational Objectives Criterion – Flight Operations

### Educational Objectives:

An important feature of our programs is the integration of a strong, aviation-based, business and technology emphasis with a liberal arts foundation. All programs also provide sufficient electives for students to pursue certain individual specializations for career objectives within the field. All programs also include opportunities for internships with national and local companies, including airlines, corporate flight departments, aircraft charter firms, airport authorities, and others.

The BS in Flight Operations is centered on a Pilot Training School certified under 14 CFR 141, and prepares students for FAA certification (licensing) and ratings. A flight-training program is available to majors and non-majors. The Flight Operations Program includes courses from primary flight through multi-engine, commercial pilot with instrument rating, each supported by an appropriate ground school. Flight students are required to obtain FAA Medical Certificate, Class I, II, or III at least 30 days prior to desired enrollment date. U.S. citizens must have a certified copy of their birth certificate or a passport before beginning training. Non-U.S. citizens need to contact the Flight Center 4 weeks prior to the start of school for compliance with Transportation Security Agency rules and procedures. The learning outcomes for the Flight Operation program are:

1. An understanding of the impact of aviation and technology in a global/societal context
2. An ability to apply the techniques, skills, and modern aviation management tools to perform business related tasks
3. An ability to function on a multi-disciplinary management team which includes technical and management issues
4. An ability to apply knowledge of mathematics and science to ensure safe and efficient operations
5. An ability to accurately analyze and interpret data, and design experiments for a variety of problems
6. An understanding of professional and ethical responsibility
7. An ability to communicate with agency representatives, superiors, subordinates, and peers with precision and clarity
8. Recognition of the need for the ability to engage in lifelong learning
9. Knowledge of contemporary aviation industry issues
10. Students will demonstrate knowledge of business applications relating to the management of flight operations.

### Measurement and Assessment Process:

#### *Timeline of assessment*

The Aviation Department uses an annual (Academic Year) process to look formally at an outcome or set of outcomes. Plans are developed in August, lead faculty for each outcome are assigned, interim reviews are conducted in January, draft reports are due in June, and final reports are due no later than October.

Each of the above outcomes has a methodology developed to assist with evaluation of each outcome. The current measurement criteria correspond with the list above.

The review is undertaken by one aviation faculty member who reviews the syllabi and the assignments that have been chosen to measure this outcome. Once the initial review has been completed, the faculty member presents the findings to the entire aviation faculty for review. The collected information is archived after approval of the full aviation department faculty. The assessment strategy for each outcome is listed in Section IV.



**Signature Data:**

The Aviation Department collect signature data from a minimum of one course per learning outcome as evidence in support of I-R-M charts found in Section IV. This becomes the basic evidence in applying the above over-arching methodology.

**How assessment results are used and by whom to document successes and shortcomings**

The Aviation Department uses external and internal assessments to identify areas of weakness and possible areas of interest. When shortcomings are determined, plans are developed and resources are gathered to address these issues.

Minutes are the primary set of evidence indicating future actions. Formal assessments result in plans to address shortcomings as well as to take no action when the process provides validation.

**How plans are established to address shortcomings**

This depends on the level of resources required. In most cases, the faculty makes changes to the courses as needed or recommended. In very rare instances, issues are raised to the Vice President for Academic Affairs and, as appropriate, to university faculty committees or other administrators.

**Pertinent Constituents:**

The following departments and committees participate in assessment of outcomes. Identified program recommendations are followed up with syllabi changes, course flow adjustments, and program development to address shortcomings.

- The Curriculum Committee and Core Committee
- Assessment Committee

**Example of change Process:**

The following examples are two of the more large-scale comprehensive changes we have undertaken. These are more long term and require the collaboration of multiple internal and external stake-holders and departments across the university.

One of the issues the Aviation Faculty noted was that most students' ability to write a technical or business document, such as a memo, an executive summary, or even a business proposal, did not meet industry expectations. The department as a whole realized that this was a key area in which the students lacked any skills. Technical/business writing is a skill essential not only to future managers, but also to pilots graduating from the program. Further discussions the Aviation Department had with industry professionals showed that these skills are highly valued in the industry. The discussions also revealed that students were not getting enough writing exposure before they graduated, which translated into poor written performance once they started working in the industry.

At the onset of our discussions, it was decided to include staff from UD's Charles C. Myers Library and Writing Center as part of a more open and collaborative effort on the part of the Aviation Department. It was also an effort that was encouraged by the Vice President of Academic Affairs. There were a number of approaches discussed among this group. In the end it was determined that the department would add a two-class period technical writing and research seminar to a Sophomore level class followed up by smaller sessions as review in a number of other classes.

Another ongoing example involved the Wendt Center for Character Development. It was noted that we should have a more robust discussion in areas such as character, ethics, professionalism, vocation, and leadership. Based on these findings, we are in the process of implementing changes to a number of classes to include these topics. A 100-level class will be used to introduce these topics, a 200/300-level class to explore these topics in-depth, and a 400-level class to complete the cycle by revisiting these topics at a much higher level.

## **SECTION IV: STUDENT LEARNING OUTCOMES**

(AABI 201: Criteria 2.3, 3.3 & 4.3)

## **A. Outcomes Criterion**

The following Assessment plans are created for use by the Aviation Management and Flight Operations programs for use as a road map for Baccalaureate programs as per 3.3.2. Each program can utilize the assessment plan for recognition of weaknesses and strengths, as well as create quality enhancements for continuance improvements. All goals, assessments, and outcomes are assured to be covered in a systematic fashion in conjunction with the IRM matrix in the subsequent tables.

The program goals, the student learning outcomes for the program, student learning outcomes for AABI, and the student learning outcomes for the University are all laid out to assure that each outcome is aligned with the other program outcomes, university outcomes, and student-learning outcomes as well as the benchmarks, timelines, and responsible parties. If a particular outcome is not met then the assessment plan assures that a new plan for achieving outcome is created, or a re-evaluation of the benchmark is completed, or that particular conclusion is reexamined to assure validity and reliability of outcome.

The data collected guarantees that each goal is met or exceeded. The assessment plan allows for class flow, scheduling, evidence collecting, and the reexamination of goals for continuous improvements of rigor, consistency and currency.

## Assessment Plan for Academic Year: 2013-2014

<b>Program:</b>	<b>Flight Operations</b>
<b>Program Mission:</b>	The mission of the Aviation Department is to provide students with the professional skills that allow for success in all segments of the aviation industry while enhancing their critical thinking and decision making abilities for individual development and a successful career.

Assessment Plan							
Program Goals <i>"What are the broad goals and purposes of our program?"</i>	Program Student Learning Outcomes <i>"What specific, measurable outcomes do we want to achieve?"</i>	AABI SLO	College SLO	Key Indicators/Procedures <i>"What direct vs indirect actions/instruments will we use to measure outcomes?"</i>	Benchmarks/Criteria for Success <i>"How will we determine whether we meet our goals &amp; outcomes?"</i>	Timeline <i>"When will the key indicators be measured?"</i>	Person(s) Responsible <i>"Who will implement the action/instrument?"</i>
1) Establish excellence in professional preparation. 2) Foster a zeal for lifelong learning. 3) Develop professional skills enhanced by technology. 4) Integrate safety processes throughout all flight and ground activities. 5) Be good stewards of equipment, facilities and other key resources.	1) An understanding of the impact of aviation and technology in a global/societal context	i	6	Rubrics based on signature data from 3 courses.	80% of students at all levels of the program will demonstrate success as defined by rubric.	Detailed assessment completed in AY 11/12. Implemented changes in AY 12/13 to rubrics. Scheduled for detailed assessment AY 14/15.	Flight Faculty
	2) An ability to apply the techniques, skills, and modern aviation tools to identify and solve problems	h, j	1,2,5,6	External: FAA test results, AAB review Internal: Pilot certificates issued and analysis of national standards.	First time pass rates of 80% with no single knowledge area causing more than 25%.	Detailed assessment completed AY 12/13. Faculty accepted 9/13. First time pass goal met. Not more than 25% incorrect in any knowledge area not met. Analysis of FAA test exam changes on-going. Chief Ground Instructor continues to review for performance.	Chief Ray Chief Glynn
	3) An ability to function on a multi-disciplinary team and operate as a crew member in an aircraft cockpit	c	1,2,4,6	Signature data change to AVI 447 performance on final LOFT.	80% of students at all levels demonstrated success utilizing key rubrics.	Goal met AY 12/13. Continue to monitor.	Flight Faculty

4)	An ability to apply knowledge of mathematics, science, and aerodynamic principles to ensure safe and efficient flight operations	a, j	1,2,5,6,8	End of course flight evaluations all require 100% accuracy.	80% of students had first time pass rate on end of course flight evaluations.	Detailed assessment completed AY 12/13. Standard not met. Monitor changes for improvement.	Flight Faculty
5)	An ability to accurately analyze and interpret data from a variety of sources	b	1,2,5,6	FAA written and flight evaluations.	80% first time pass rates.	Detailed assessment completed AY 11/12. Report accepted by faculty 9/2012. Continue to monitor.	Flight Faculty
6)	An understanding of professional and ethical responsibility	d	3,8,9	Survey, key signature courses utilizing rubrics.	80% of students provide clear understanding through papers, presentations, and survey results.	Detailed assessment completed AY 11/12. Scheduled for detailed assessment AY 14/15.	Flight Faculty
7)	An ability to communicate with agency representatives, superiors, subordinates, and peers with precision and clarity	e	2,4,6,8	Signature data from key courses evaluated by rubrics.	90% of students will assess at the above average level.	Detailed assessment AY 09/10. Evaluation on-going for AY 13/14.	Instructor Schneider
8)	Recognition of the need for the ability to engage in lifelong learning	f	2	External: Alumni survey Internal: Graduating senior survey	90% of students will indicate a commitment to life-long learning.	Detailed assessment AY 08/09. Detailed assessment on-going.	Professor Accinelli
9)	Knowledge of contemporary aviation industry issues	g	1,2,5,6	Signature data collected from AVI 495.	75% of students demonstrate knowledge of and impact of contemporary issues.	Detailed assessment completed AY 11/12. Scheduled for detailed review AY 14/15.	Flight Faculty
10)	Students will demonstrate knowledge of business applications relating to the management of flight operations	k		New outcome to clarify AABI PO (K). Rubrics & signature data under development.	75% of students demonstrate capability to manage flight operations.	Detailed assessment on-going.	Professor Ray

	<b>Linkage to UD's Mission &amp; Goals/Remarks</b>
	Program goals and outcomes are mapped to UD mission and goals.

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## Assessment Plan for Academic Year: 2012-2013

<b>Program:</b>	<b>Aviation Management</b>
<b>Program Mission:</b>	The mission of the Aviation Department is to provide students with the professional skills that allow for success in all segments of the aviation industry while enhancing their critical thinking and decision making skills.

### Assessment Plan

Program Goals <i>"What are the broad goals and purposes of our program?"</i>	Program Student Learning Outcomes <i>"What specific, measurable outcomes do we want to achieve?"</i>	AABI SLO	College SLO	Key Indicators/Procedures <i>"What direct vs indirect actions/instruments will we use to measure outcomes?"</i>	Benchmarks/Criteria for Success <i>"How will we determine whether we meet our goals &amp; outcomes?"</i>	Timeline <i>"When will the key indicators be measured?"</i>	Person(s) Responsible <i>"Who will implement the action/instrument?"</i>
1) Establish excellence in professional preparation.  2) Foster a zeal for lifelong learning.  3) Develop professional skills enhanced by technology.  4) Integrate safety processes throughout all flight and ground activities.  5) Be good stewards of equipment, facilities and other key resources.	1) The ability to demonstrate the impact of aviation and technology and business sustainability in a global/societal context	I	6	Rubrics using signature data collected from various courses.	80% of students will meet goals based on rubrics and multi-faculty review.	Detailed assessment on-going. Final report due 9/2013.	Professor Godwin
	2) An ability to apply the techniques, skills, and modern aviation management tools to perform business related tasks	H, J	1,2,5,6	Simulation tool managing global airline with all management functions evaluated.	75% students meet goals from signature assignments. Relevance of written work using rubrics.	Detailed assessment in AY 09/10. Incremental review on-going.	Aviation Mgmt Faculty
	3) An ability to function on a multi-disciplinary and diverse management team which includes technical and management issues	C, K	1,2,4,6	Team performance on technical and management decisions using peer evaluation and rubrics.	80% of students demonstrate average to above average decision making skills	Detailed assessment completed AY 07/08. Incremental rubric clarity.	Aviation Mgmt Faculty
	4) An ability to apply knowledge of mathematics and/or applied sciences to ensure safe and efficient operations	A, J	1,2,5,6,8	Math and Science performance using airline online simulation.	80% of students meet SLO validated by simulation.	Detailed assessment completed AY 07/08. Monitor criteria and standards on-going.	Aviation Mgmt Faculty

5)	An ability to accurately analyze and interpret data to solve a variety of problems	B, K	1,2,5,6	Rubrics from key signature data in various courses.	80% of students will meet SLO validated by rubrics.	Detailed assessment completed AY 11/12. Business plan failed to meet criteria. Improvements on-going.	Aviation Mgmt Faculty
6)	An ability to recognize and apply ethical and professional excellence for responsible decision making	D	3,8,9	Signature assignments AVI 349 and 495. Rubrics in place for assessment.	80% of students will meet SLO validated by rubrics.	Detailed assessment completed AY 11/12. Incremental rubric clarification on-going.	Aviation Mgmt Faculty
7)	An ability to communicate effectively with precision and clarity within aviation and related industries	E	2,4,6,8	Signature assignments utilizing department approved rubrics.	90% of students will meet SLO validated by rubrics.	Detailed assessment completed AY 08/09. Selected for detailed assessment AY 12/13.	Professor Prelis
8)	Engage in and recognize the need for lifelong learning	F	2	External: Alumni survey Internal: Survey of graduating seniors	90% of students will commit to life-long learning.	Detailed assessment complete AY 07/08. Scheduled for detailed assessment AY 13/14.	Professor Accinelli

Linkage to UD's Mission & Goals/Remarks	
	1. Program goals not directly aligned to program learning outcomes in above matrix. 2. Program goals and outcomes can be directly mapped to UD Mission and goals.

The following IRM Matrix uses Introduce, Review, and Master to coordinate the designated courses utilized by the aviation department. The IRM was created to assure that the university and program mission objectives are met. Each of the mission goals is outlined in a systematic fashion to identify the class selected as the delivery vehicle for the three levels of content. The Introduction, or I, allows for defining and demonstrating the outcome at a simple knowledge-based level. The Review, or R, allows for redefining of the outcome in a similar or alternative fashion for a deeper level of comprehension at an application or analysis level. The Master, or M, provides the deepest level of cognition. This assures that the student has an understanding that allows for ideas or content to be understood at an evaluative or creative level of understanding.

This matrix assures that all outcomes are visited by the professors in at least three courses. This also assures overlap of content is minimized and that the student enrolls in the coursework that contains the outcomes necessary for the degree the student is seeking. This matrix also allows for course changes, content changes, and new material, as well as comparative analysis.



**Aviation Management Outcomes (Airline Concentration)**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
	The ability to demonstrate the impact of aviation, technology and business sustainability in a global and societal context	An ability to apply the techniques, skills, and modern aviation management tools to perform business related tasks	An ability to function on a multi-disciplinary and diverse management team which includes technical and management issues	An ability to apply knowledge of mathematics, science and/or applied science to ensure safe and efficient operations	An ability to accurately analyze and interpret data to solve a variety of problems	An ability to recognize and apply ethical and professional excellence for responsible decision-making	An ability to communicate effectively with precision and clarity, within aviation and related industries	Engage in and recognize the need for lifelong learning
<b>Core</b>				<b>I</b>				<b>I</b>
<b>AVI 131</b>					<b>I</b>			
<b>AVI 145</b>						<b>I</b>		
<b>AVI 233</b>	<b>I</b>						<b>I</b>	<b>R</b>
<b>AVI 322</b>			<b>M*</b>			<b>R</b>		
<b>AVI 333</b>								
<b>AVI 337</b>							<b>R</b>	
<b>AVI 341</b>						<b>R</b>		
<b>AVI 349</b>	<b>R</b>					<b>M*</b>		
<b>AVI 444</b>		<b>R</b>		<b>M*</b>				
<b>AVI 496/ Elective</b>							<b>R</b>	
<b>BAC 120</b>		<b>I</b>	<b>I</b>					
<b>BAC 201</b>		<b>I</b>						
<b>BAC 241</b>		<b>I</b>						
<b>BAC 242</b>								
<b>BAC 280</b>								
<b>BAC 300</b>								
<b>BAC 336 UDMA 150</b>				<b>R</b>	<b>R</b>			
<b>AVI 346</b>		<b>M*</b>	<b>R</b>		<b>M*</b>			<b>R</b>
<b>AVI 445</b>	<b>R</b>							
<b>AVI 495</b>	<b>M*</b>					<b>M</b>	<b>M*</b>	<b>M</b>
<b>Alumni Survey</b>								<b>*</b>

Aviation Management Outcomes (General Aviation Concentration)								
	1	2	3	4	5	6	7	8
	The ability to demonstrate the impact of aviation, technology and business sustainability in a global and societal context	An ability to apply the techniques, skills, and modern aviation management tools to perform business related tasks	An ability to function on a multi-disciplinary and diverse management team which includes technical and management issues	An ability to apply knowledge of mathematics, science and/or applied science to ensure safe and efficient operations	An ability to accurately analyze and interpret data to solve a variety of problems	An ability to recognize and apply ethical and professional excellence for responsible decision making	An ability to communicate effectively with precision and clarity, within aviation and related industries	Engage in and recognize the need for lifelong learning
Core				I				I
AVI 131					I			
AVI 145						I		
AVI 233	I						I	R
AVI 322			M*			R		
AVI 333								
AVI 337							R	
AVI 341						R		
AVI 349	R					M*		
AVI 444		R		M*				
AVI 496 OR elect							R	
BAC 120		I	I					
BAC 201		I						
BAC 241		I						
BAC 242								
BAC 280								
BAC 300								
BAC 336 UDMA 150				R	R			
AVI 344		M*	R					R
AVI 348	R	R			M*			
AVI 495	M*					M	M*	M
Alumni Survey								*

**Aviation Management Outcomes (ATC Concentration)**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
	The ability to demonstrate the impact of aviation, technology and business sustainability in a global and societal context	An ability to apply the techniques, skills, and modern aviation management tools to perform business related tasks	An ability to function on a multi-disciplinary and diverse management team which includes technical and management issues	An ability to apply knowledge of mathematics, science and/or applied science to ensure safe and efficient operations	An ability to accurately analyze and interpret data to solve a variety of problems	An ability to recognize and apply ethical and professional excellence for responsible decision making	An ability to communicate effectively with precision and clarity, within aviation and related industries	Engage in and recognize the need for lifelong learning
<b>Core</b>				<b>I</b>				<b>I</b>
<b>AVI 131</b>					<b>I</b>			
<b>AVI 145</b>						<b>I</b>		
<b>AVI 233</b>	<b>I</b>						<b>I</b>	<b>R</b>
<b>AVI 322</b>			<b>M*</b>			<b>R</b>		
<b>AVI 333</b>								
<b>AVI 337</b>							<b>R</b>	
<b>AVI 341</b>						<b>R</b>		
<b>AVI 349</b>	<b>R</b>					<b>M*</b>		
<b>AVI 444</b>		<b>R</b>		<b>M*</b>				
<b>AVI 496 OR elect</b>							<b>R</b>	
<b>BAC 120</b>		<b>I</b>	<b>I</b>					
<b>BAC 201</b>		<b>I</b>						
<b>BAC 241</b>		<b>I</b>						
<b>BAC 242</b>								
<b>BAC 280</b>								
<b>BAC 300</b>								
<b>BAC 336 UDMA 150</b>				<b>R</b>	<b>R</b>			
<b>AVI 231</b>								
<b>AVI 234</b>	<b>R</b>		<b>R</b>					
<b>AVI 404</b>		<b>M*</b>			<b>M*</b>			<b>R</b>
<b>AVI 495</b>	<b>M*</b>					<b>M</b>	<b>M*</b>	<b>M</b>
<b>Alumni Survey</b>								<b>*</b>

**Flight Operations Outcomes (Airline Concentration)**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
	An understanding of the impact of aviation and technology in a global/societal context	An ability to apply the techniques, skills, and modern aviation tools to identify and solve problems	An ability to function on a multi-disciplinary team and operate as a crew member in an aircraft cockpit	An ability to apply knowledge of mathematics, science and aerodynamic principles to ensure safe and efficient flight operations	An ability to accurately analyze and interpret data from a variety of sources	An understanding of professional and ethical responsibility	An ability to communicate with agency representatives, superiors, subordinates, and peers with precision and clarity	Recognition of the need for the ability to engage in lifelong learning	Knowledge of contemporary aviation industry issues	Students will demonstrate knowledge of business applications relating to the management of flight operations
<b>CIS 101 CIS 103 COM 101</b>										<b>I</b>
<b>AVI 131</b>		<b>I</b>		<b>I</b>	<b>I</b>					
<b>AVI 145</b>						<b>I</b>				
<b>AVI 231</b>		<b>R</b>								
<b>AVI 232</b>		<b>M*</b>		<b>R</b>						
<b>AVI 233</b>	<b>I</b>						<b>I</b>	<b>I</b>	<b>I</b>	<b>R</b>
<b>AVI 332</b>			<b>I</b>							
<b>AVI 344</b>										
<b>AVI 346</b>					<b>M*</b>			<b>R</b>		<b>M*</b>
<b>AVI 348</b>										
<b>AVI 349</b>	<b>R</b>					<b>M*</b>			<b>R</b>	
<b>AVI 401</b>				<b>R</b>						
<b>AVI 434</b>			<b>R</b>							
<b>AVI 447</b>			<b>M*</b>				<b>R</b>			
<b>AVI 495</b>	<b>M*</b>					<b>R</b>	<b>M*</b>	<b>M</b>	<b>M*</b>	
<b>AVI 496</b>							<b>R</b>			
<b>FLI 131</b>				<b>M*</b>						
<b>FLI 231</b>										
<b>FLI 435</b>										
<b>UDMA 150</b>					<b>R</b>					
<b>Alumni Survey</b>								<b>*</b>		

Flight Operations Outcomes (Corporate Concentration)										
	1	2	3	4	5	6	7	8	9	10
	An understanding of the impact of aviation and technology in a global/societal context	An ability to apply the techniques, skills, and modern aviation tools to identify and solve problems	An ability to function on a multi-disciplinary team and operate as a crew member in an aircraft cockpit	An ability to apply knowledge of mathematics, science and aerodynamic principles to ensure safe and efficient flight operations.	An ability to accurately analyze and interpret data from a variety of sources	An understanding of professional and ethical responsibility	An ability to communicate with agency representatives, superiors, subordinates, and peers with precision and clarity	Recognition of the need for the ability to engage in lifelong learning	Knowledge of contemporary aviation industry issues	Students will demonstrate knowledge of business applications relating to the management of flight operations
CIS 101 CIS 103 COM 101										I
AVI 131		I		I	I					
AVI 145						I				
AVI 231		R								
AVI 232		M*		R						
AVI 233	I						I	I	I	R
AVI 332			I							
AVI 344								R		M*
AVI 346										
AVI 348					M*					
AVI 349	R					M*			R	
AVI 401				R						
AVI 434			R							
AVI 447			M*				R			
AVI 495	M*					R	M*	M	M*	
AVI 496							R			
FLI 131				M*						
FLI 231										
FLI 435										
UDMA 150					R					
Alumni Survey								*		

\* Key Signature Data

## **SECTION V: CURRICULUM**

(AABI 201: Criteria 2.4, 3.4 & 4.4)

## A. Curriculum Criterion

### Mathematics and Basic Sciences:

Students who are pursuing a Bachelor of Science degree in Aviation Management are required to take the following courses:

- Mathematics class (UDMA 111: Collegiate Mathematics or UDMA 112: Algebra)
- Any 4-credit science course with a lab (Biology, Chemistry, or Physics)
- UDMA 230: (Statistics) or UDMA 150: Analysis of Functions of Trigonometry (pre-calculus)

Students who are pursuing a Bachelor of Science degree in Flight Operations are required to take the following courses:

- UDMA 150: Analysis of Functions of Trigonometry (pre-calculus) or Higher Level Math Course
- PHY 151: Physics
- AVI 401: Aerodynamics

### General Education Component:

In addition to the basic mathematics and science courses, students are also required to take the following courses:

#### WORLDVIEW SEMINARS:

- World View Seminar One: WVS 101 (3) Taken first year
- World View Seminar Two: WVS 201 (3) Taken after completion of WVS I. WVS I and II are interdisciplinary courses having a common syllabus.
- World View Seminar Three (3) Taken any time Sophomore, Junior, or Senior year.
- World View Seminar Four\* (1-3) Taken Senior year WVS IV (The Senior Seminar) is taken in a student's major department.

***\*Aviation Students take AVI 495-Aviation Senior Seminar (3) as one of their capstone courses***

#### GENERAL COLLEGE REQUIREMENTS:

- Speech Communication: COM 101 (3)
- Introduction to Computers: CIS 101 (3) or CIS 103 (3)
- Composition and Rhetoric: ENG 101 (3)
- Introduction to Research Writing: RES 104 (3)
- Judeo-Christian Tradition (3)
- Physical Education: (1-3)

#### PILLAR COURSE REQUIREMENTS:

- Social Development: 1 course (SOC 111 EDU 119, SOC 112 COM 210 PSY 110)
- Aesthetics: 2 courses, 1 from Area A and 1 from Area B
  - Area A: 1 course in Literature ENG 112 or ENG 260
  - Area B: 1 course in Fine and Performing Arts
- Stewardship: 1 course: (BIO 125 BIO/EVS 246 PHL 214 BIO 221 BIO/EVS 368 REL 214 BIO 223 EVS 256 CHM 119 BIO 264)
- Global Awareness: 1 course from Area A and 1 selection from Area B
  - Area A: 1 course from among the following: (REL 251 REL 255 UDHS 121 UDIN 115 REL 253 UDHS 122 UDIN 215 BAC 120 UDHS 234 UDIN 315 BAC 328)
  - Area B: Select one of the following:
    - Foreign Language (1 college term/3 credit minimum)
    - Study abroad (minimum of 1 credit or certification of participation in a study abroad program)
    - CCS 101: Cross-Cultural Study in the United States (1 credit)

## **The Aviation Management Degree requirements:**

The **Aviation Management** major includes a core set of aviation and business courses and a selection of a concentration in General Aviation Management or Airline Operations Management or Air Traffic Management.

The Aviation core courses include:

- AVI 131-Basic Ground School (6)
- AVI 145-Safety and Ethics in Aviation (1)
- AVI 233-Air Transportation (3)
- AVI 322-Aviation Human Capital & Employee Management (3)
- AVI 333-Aviation Security & Crisis Management (3)
- AVI 337 Airport Management (3)
- AVI 341-Aviation Law (3)
- AVI 349-Aviation Safety Management (3)
- AVI 444-Air Transport Economics & Finance (3)
- Aviation Internship or AVI 496-Washington Aviation Seminar (3) or Independent Research (3)

The Business core courses include:

- BAC 120-Principles of Macroeconomics (3)
- BAC 201-Principles of Management (3)
- BAC 241-Principles of Financial Accounting (3)
- BAC 242-Principles of Managerial Accounting (3)
- BAC 280-Principles of Marketing (3)
- BAC 300-Principles of Finance (3)
- BAC 336-Business Statistics (3) or UDMA 150-Analysis of Functions and Trigonometry (4)

The Aviation and Business core courses result in a minimum of 50 credits. Additionally, students must also complete one of three areas of concentration. These concentrations are General Aviation Management, Airline Operations Management, or Air Traffic Management.

The **General Aviation Management** concentration requires:

- AVI 344-Corporate Aviation (3)
- AVI 348-Fixed-Base Operations (3)

The core courses and this concentration result in a minimum of 56 credit hours.

The **Airline Operations Management** concentration requires:

- AVI 346-Airline Management (3)
- AVI 445-International Airline Management & Operation (3)

The core courses and this concentration result in a minimum of 56 credit hours.

The **Air Traffic Management** concentration requires:

- AVI 231-Ground School-Instrument (4)
- AVI 234-Procedures & National Airspace System (3)
- AVI 404-Air Traffic Operations & Management (3)

The core courses and this concentration result in a minimum of 60 credit hours.

The Aviation Management minor consists of a minimum of 25 credits, including:

- AVI 131-Basic Ground School (6)
- AVI 145-Safety and Ethics in Aviation (1)
- AVI 233-Air Transportation (3)
- AVI 322-Aviation Human Capital & Employee Management (3)



- AVI 337-Airport Management (3) or AVI 346-Airline Management (3), or AVI 344-Corporate Aviation (3) or AVI 348-Fixed Base Operations (3)
- AVI 349-Aviation Safety Management (3) or AVI 333 – Aviation Security & Crisis Management
- AVI 444-Air Transport Finance & Economics (3)
- BAC 241-Principles of Financial Accounting (3)

Internship opportunities with aviation companies are available nationally and in the Dubuque area for majors with Junior or Senior standing. A maximum of 12 credit hours can be used toward graduation.

### **The Flight Operations degree requirements:**

The **Flight Operations (Professional Aeronautics)** major includes a set of core courses and an area of concentration. Students may request a curriculum modification to incorporate an internship opportunity or to gain an expertise in a more focused segment of the aviation industry.

The core includes:

- AVI 131-Basic Ground School (6)
- AVI 145-Safety and Ethics in Aviation (1)
- AVI 231- Ground School- Instrument (4)
- AVI 232- Ground School- Advanced (3)
- AVI 233-Air Transportation (3)
- AVI 349-Aviation Safety Management (3)
- AVI 401-Applied Aerodynamics (3)
- AVI 434-Human Factors (3)
- ESC 214-Meteorology (3)
- FLI 131-Flight Training I (3)
- FLI 132-Flight Training – Cross Country (2)
- FLI 231-Flight Training – Instrument (3)
- FLI 232-Flight Training – Commercial Maneuvers (2)
- FLI 334-Flight Training – Complex/High Performance Aircraft (2)
- UDMA 150-Analysis of Functions & Trigonometry (4) or higher level mathematics course

The core courses result in a minimum of 45 credits. Additionally, students must also complete one of two areas of concentration. These concentrations are Corporate Pilot or Airline Operations.

The **Corporate Pilot** concentration requires:

- AVI 332-Advanced Aircraft Systems/CRJ (3)
- AVI 344-Corporate Aviation (3)
- AVI 348-Fixed-Base Operations (3)
- AVI 435-Ground School – Multi-Engine (2)
- AVI 447-Crew Resource Management & Advanced Systems (3)
- FLI 435-Flight Training – Multi-Engine (2)

This concentration and the core courses result in a total of 61 credits.

The **Airline Operations** concentration requires:

- PHY 115-Conceptual Physics & Lab (4) **or** PHY 151-General Physics & Lab (4)
- AVI 332-Advanced Aircraft Systems/CRJ (3)
- AVI 346-Airline Management (3)
- AVI 435-Ground School – Multi-Engine (2)
- AVI 447-Crew Resource Management and Advanced Systems (3)
- FLI 435-Flight Training – Multi-Engine (2)

This concentration and the core result in a total of 62 credits.

The Flight Operations Minor will result in a private pilot certificate with instrument rating. These 20 credits include:

- AVI 131-Basic Ground School (6)
- AVI 145-Safety and Ethics in Aviation (1)
- AVI 231-Ground School – Instrument (4)
- AVI 233-Air Transportation (3)
- FLI 131-Flight Training 1 (3)
- FLI 231-Flight Training Instrument (3)

Flight Operations internship opportunities with aviation companies are available in the Dubuque area and nationally for majors with Junior or Senior standing. A maximum of 12 credit hours can be used toward graduation.

## B. Aviation Course Sequencing

### Aviation Management:

Aviation Management Courses with Prerequisites			
Course Number	Course Title	Credit Hours	Prerequisite
AVI 131	Basic Ground School	6	UDMA 112
AVI 145	Safety and Ethics in Aviation	1	Waived for instrument rated students
AVI 231	Ground School – Instrument	3	AVI 131 FLI 131
AVI 233	Air Transportation	3	AVI 131
AVI 234	Procedures & National Airspace Systems	3	AVI 233
AVI 322	Aviation Human Capital and Employee Mgmt.	3	AVI 233
AVI 333	Aviation Security & Crisis Management	3	AVI 233
AVI 337	Airport Management	3	AVI 233
AVI 341	Aviation Law	3	AVI 233
AVI 344	Corporate Aviation	3	AVI 233
AVI 346	Airline Management	3	AVI 233
AVI 348	Fixed Base Operations	3	AVI 233
AVI 349	Aviation Safety Management	3	AVI 131 or AVI 233
AVI 404	Air Traffic Operations & Management	3	AVI 233 AVI 234
AVI 444	Air Transport Economics & Finance	3	AVI 233 BAC 120 BAC 300
AVI 445	International Airline Management and Ops	3	AVI 233 AVI 346
AVI 495	Aviation Senior Seminar	3	Senior standing
BAC 120	Principles of Macroeconomics	3	
BAC 201	Principles of Management	3	
BAC 241	Principles of Financial Accounting	3	UDMA 112 CIS 101/103
BAC 242	Principles of Managerial Accounting	3	BAC 241
BAC 280	Principles of Marketing	3	
BAC 300	Principles of Finance	3	BAC 120 BAC 160 BAC 241
UDMA 230/ BAC 336	Statistics	3	UDMA 112
UDMA 150	Analysis of Functions and Trigonometry (pre-Calculus), or higher level of mathematics	4	UDMA 112

## Flight Operations:

Flight Operations Courses with Prerequisites/Co-requisites			
Course Number	Course Title	Credit Hours	Prerequisite
AVI 131	Basic Ground School	6	UDMA 112
AVI 145	Safety and Ethics in Aviation	1	Waived for instrument rated students
AVI 231	Instrument Ground School	4	AVI 131, FLI 131
AVI 232	Advanced Ground School	3	AVI 231, FLI 131
AVI 233	Air Transportation	3	AVI 131
AVI 332	Advanced Aircraft Systems/CRJ	3	AVI 232
AVI 344	Corporate Aviation	3	AVI 233
AVI 346	Airline Management	3	AVI 233
AVI 348	Fixed Base Operations	3	AVI 233
AVI 349	Aviation Safety Management	3	AVI 131 or AVI 233
AVI 401	Applied Aerodynamics	3	PHY 115 or 151, UDMA 150
AVI 434	Human Factors	3	FLI 231
AVI 435	Ground School Multi-Engine	2	AVI 131, FLI 231
AVI 447	Crew Resource Management	3	AVI 332 and FLI 231
AVI 495	Aviation Senior Seminar	3	Senior standing
ESC 214	Meteorology	3	
FLI 131	Flight Training I	3	AVI 131 concurrent
FLI 132	Flight Training Cross-Country	2	FLI 131
FLI 231	Flight Training Instrument	3	FLI 131
FLI 232	Flight Training Commercial Maneuvers	2	FLI 132, FLI 334, AVI 231
FLI 334	Flight Training Complex/High Performance	2	AVI 231
FLI 435	Flight Training Multi-Engine	2	AVI 435, FLI 231
PHY151 or 115	Physics	4	UDMA 150
UDMA 150	Analysis of Functions and Trigonometry (pre-calculus ), or higher level of mathematics	4	UDMA 112

## C-1. Required Course Offerings

ALL COURSE OFFERINGS		NUMBER OF SECTIONS				FALL 2013/ SPRING 2014 ENROLLMENT PER SECTION
COURSE NUMBER	COURSE TITLE	FALL	SPRING	J-TERM	SUMMER	
AVI 131	Basic Ground School	4	1		1	16
AVI 145	Safety and Ethics in Aviation	4	2			14
AVI 231	Instrument Ground School	2	2		1	15
AVI 232	Advanced Ground School	1	1		1	17
AVI 233	Air Transportation	1	1		1	28
AVI 322	Aviation Human Capital and Empl/Mgmt.		1			24
AVI 332	CRJ	1	1			16
AVI 333	Aviation Security and Crisis Management	1				24
AVI 337	Airport Management	1				15
AVI 341	Aviation Law	1	1			16
AVI 344	Corporate Aviation	1				12
AVI 346	Airline Management	1	1		1	16
AVI 348	Fixed Base Operations		1	1		13
AVI 368	NBAA Conference/WIA Conference	1	1			10
AVI 349	Aviation Safety Management	1	1		1	25
AVI 401	Applied Aerodynamics	1	1		1	12
AVI 430	Fundamentals of Instruction	1			1	6
AVI 431	CFI Aeronautical Knowledge	1			1	6
AVI 432	CFII		1			1
AVI 434	Human Factors	1	1			17
AVI 435	Ground School Multi-Engine	1	1	1	1	5
AVI 444	Air Transport Economics and Finance	1				6
AVI 445	International Airline Management & Ops		1			8
AVI 447	Crew Resource Management	1	2			9
AVI 485	AVI Internships	1	1		1	1
AVI 491	AVI Independent Study	1	1			2
AVI 495	Aviation Senior Seminar	1	2			13
AVI 496	Aviation Policy Seminar (UAA)			1		13
FLI 131	Flight Training I	1	1		1	70
FLI 231	Flight Training Instrument	1	1		1	24
FLI 132	Flight Training Cross-Country	1	1		1	22
FLI 232	Flight Training Commercial Maneuvers	1	1		1	14
FLI 235	Fixed Wing Transition	1	1		1	0
FLI 334	Flight Training Complex/High Performance	1	1		1	15
FLI 337	Fixed Wing Transition CL	1	1		1	1
FLI 340	Currency Refresher	1	1		1	0
FLI 431	Flight Training CFI- Airplane	1	1		1	4
FLI 432	Instrument CFI	1	1		1	2
FLI 433	Multi-Engine CFI	1	1		1	1
FLI 435 FLI 435L	Flight Training Multi-Engine J-Term (L)	1	1	1	1	13

## C-2. Elective Course Offerings

ELECTIVE COURSE OF		NUMBER OF SECTIONS 2011/2012			NUMBER OF SECTIONS 2012/2013			AVERAGE ENROLLMENT
No.	Course Title	Fall	Spring	Sum.	Fall	Spring	Sum.	
AVI 368	NBAA Conference	1	0	0	0	1	0	9
AVI 430	Fundamentals of Instruction	1	0	1	1	0	1	16
AVI 431	Aeronautical Knowledge	1	0	1	1	0	1	17
AVI 432	Ground School – CFI Instrument	0	1	1	0	1	1	12
AVI 445	International Airline Management	1	0	1	1	0	1	8
AVI 485	Internship	1	1	1	1	1	1	3
AVI 496	Aviation Policy Seminar	0	J-term	0	1	J-term	0	9
FLI 431	Flight Training CFI	1	1	1	1	1	1	4
FLI 432	Flight Training CFI Instrument	1	1	1	1	1	1	2
FLI 433	Flight Training CFI Multi- Engine	1	1	1	1	1	1	1

## D. Supporting Disciplines

### Aviation Management:

Course Number	Course Title	Other Disciplines Using Course
BAC 120	Principles of Macroeconomics	All campus
BAC 201	Principles of Management	Business, Computer Information Systems
BAC 241	Principles of Financial Accounting	Business
BAC 242	Principles of Managerial Accounting	Business
BAC 280	Principles of Marketing	Business
BAC 300	Principles of Finance	Business
UDMA 230/ BAC 336	Statistics	All campus
UDMA 150	Analysis of Functions and Trigonometry (pre-Calculus)	All Campus

### Flight Operations:

Course Number	Course Title	Other disciplines using Course
ESC 214	Meteorology	Education, Science
PHY151 or 115	Physics	All Campus
UDMA 150	Analysis of Functions and Trigonometry	All Campus

## **SECTION VI: FACULTY AND STAFF**

(AABI 201: Criteria 2.5, 3.5 & 4.5)



## A. Current Faculty

University of Dubuque Faculty (Fall 2013)				Tenure Status (Check One)			Appointment Status (Check One)	
Group by Name/Rank	FTE	Highest Degree	Years on Faculty	Tenured	Tenure Track	Non-Tenure Track	9 Months	Other (specify)
<b>Associate Professor</b>								
Accinelli, Steven	1.0	MS (2)	14.5	X				11 month
Kadolph, Polly	1.0	MBA	12.0			X	X	
<b>Assistant Professor</b>								
Godwin, Kenneth	1.0	MBA	6.0			X	X	
Prelis, Chaminda	1.0	MS	5.0			X	X	
Ray, Brett	1.0	MA	2.0			X	X	
<b>Instructor</b>								
Willie Rigdon	1.0	BS	5.5			X		10.5 month
<b>Adjunct</b>								
Blum William	0.125	JD	14.5			X		by semester
Foster, Tony	0.292	MS	1.0			X		by semester
Grierson, Robert	0.125	MA	5.5			X		by semester
Hoben, Brett	0.25	BS	7.5			X		by semester
Jubeck, William	0.167	BS	7.0			X		by semester
Polstra, Philip	0.125	PhD	8.0			X		by semester
Stiefel, Kurt	0.125	BS	3.0			X		by semester

## B. Current Staff

NAME (Fall 2013)	FTE	ASSIGNMENT/TITLE
Mike Barsema	1.0	Senior Flight Instructor
Cory Behounek	1.0	Senior Flight Instructor
Kevin Bradford	1.0	Senior Flight Instructor
Tiffany Brame	1.0	Aircraft Maintenance Technician
Kim Bruggenwirth	1.0	Business Manager, Flight Center
Tony Foster	1.0	Senior Flight Instructor
Mike Glynn	1.0	Chief Flight Instructor
Nick Glynn	1.0	Senior Flight Instructor
Chad Gooden	1.0	Senior Flight Instructor
Brett Hanson	0.5	Flight Instructor & Dispatcher
Brett Hoben	1.0	Asst. Chief Flight Inst. & Admission Liaison
Jonathan Hudik	0.3	Flight Instructor
James Jenkins	1.0	Director of Aircraft Maintenance
William Jubeck	1.0	Assistant Chief Flight Instructor
Nick Koos	0.1	Dispatcher
Derek Krapfl	1.0	Flight Instructor
Jacob McGrane	0.7	Flight Instructor & Dispatcher
Kevin Michalski	0.2	Flight Instructor
Connor Monson	1.0	Flight Instructor
Matt Osterhaus	1.0	Check Instructor
Suzanne Peterson	1.0	Flight Safety Manager
Brian Quade	0.2	Jet Sim Instructor
Nolan Schneider	0.2	Jet Sim Instructor
Kurt Stiefel	1.0	Senior Flight Instructor
Jake Thomas	0.2	Flight Instructor
Sue Thome	1.0	Senior Dispatcher
Randy Tolley	0.25	Flight Instructor
Jessica Wagner	1.0	Flight Instructor
Colin Waldorf	1.0	Flight Instructor

## C. Faculty Assignment Definitions

### **Ranked Faculty:**

The four academic ranks for full-time faculty approved by the University for the Aviation Department include: Instructor, Assistant Professor, Associate Professor, and Professor. At the time of initial appointment, the President shall approve academic rank for academic and administrative Faculty based upon recommendation of the VPAA. Satisfaction of degree/experiential requirements shall be determined by the VPAA. Degrees and teaching experience must be from regionally-accredited post-secondary institutions, unless otherwise determined by the VPAA. "Years," with respect to teaching experience, shall mean full-time teaching for a full academic year. A maximum of five years of appropriate full-time other professional experience may be substituted for full-time ranked teaching experience in determining rank qualifications. Equivalencies or exceptions to any qualifications shall be determined by the VPAA. The following are minimum qualifications for initial appointment to rank.

#### ***Instructor***

- No previous post-secondary teaching required but teaching experience or demonstrated knowledge of the principles of successful teaching are required.
- A master's degree, substantial progress toward an earned graduate degree, or the equivalent in other professional attainments.
- Promise of scholarship evident in the undergraduate and graduate records, or in the equivalent professional attainments.
- Record of participation and indication of interest in service to the University and community.
- Commitment in principle and practice to the Mission of the University.

#### ***Assistant Professor***

- Earned doctorate or terminal degree in field, plus two years teaching at the collegiate-level or a prior record of outstanding achievement or experience directly related to the academic field.
- Demonstration of competence and originality in past practice or in potential in the instruction of courses in the field of concentration.
- Demonstrated ability to do independent scholarly or creative work.
- Demonstration of the willingness and commitment to provide competent service on Faculty committees, as an advisor, in extracurricular activities and in community service.
- Commitment in principle and practice to the Mission of the University.

#### ***Associate Professor***

- Earned doctorate or terminal degree in field, plus four years teaching at the collegiate level or a prior record of outstanding achievement or experience directly related to the academic field.
- A master's degree plus additional graduate work or the equivalent in other professional attainment.
- Maturity in teaching ability and continued interest in teaching skills and in enrichment of classroom presentations. Continued evidence of scholarly or creative productivity.
- Growth in extent and influence of services on Faculty committees, as an advisor, in extracurricular activities, and in community projects.
- Commitment in principle and practice to the Mission of the University.

#### ***Professor***

- At least eight years teaching at the collegiate level in addition to the qualifications required of an Instructor and Assistant. For promotion to Professor, at least two consecutive years of full-time college teaching must be at the University in the rank of Associate Professor.
- Contributions in scholarship or in creative work that approach or attain recognition in the field.
- Leadership on Faculty committees and as a department chair or in assistance with formulation of department policies and leadership in the projects of the larger University community.

- Commitment in principle and practice to the Mission of the University.

### ***Exception***

In extraordinary cases where a Faculty member possesses a prior record of outstanding achievement or experience directly related to the academic field for which appointment is being considered, an exception may be made to the above requirements for placement in rank, if and only if, such exception is given prior approval by the President. Appointments generally will be made on the basis that the prospective Faculty member is eminently qualified to fulfill the duties of the Faculty position for which he/she is being hired.

### **Titled Faculty:**

Term contracts are offered for titled academic faculty to include: Lecturer, Teaching Specialist Faculty, Adjunct Professor, Visiting Professor, and Artist-In-Residence. Titled faculty are defined by the following:

#### ***Lecturer***

- Given to a person who teaches a limited number of courses in a specific area of expertise.

#### ***Teaching Specialist Faculty***

- Given to a full-time faculty member with strong teaching credentials who focuses on teaching and advising and is excused from the normal expectations for research and service.

#### ***Adjunct Professor***

- Given to a person who possesses the credentials and/or experience to hold rank but whose primary employment relationship is outside the University.

#### ***Visiting Professor***

- Given to a person who had a temporary or permanent association at another institution of higher education and is associated with the University while on leave from such other institution or who is otherwise hired to fill a faculty position on a temporary basis.

#### ***Artist-In-Residence***

- Given to an individual who is associated with the University by term contract to perform specific limited duties within an area of special expertise or training under conditions established by the University.

### **Special Status Faculty:**

Special status faculty include: Emeriti Faculty, Adjunct Faculty, Affiliate Faculty and Librarians.

#### ***Emeritus Faculty***

- The University and the Board may confer the title of Emeritus upon a retiring Faculty member who has achieved eminence through scholarship, creative work, and distinction of service to the University. Designation of Professor Emeritus is not an inherent recognition of seniority, but of high distinction in teaching, professional development, and University service.

#### ***Adjunct Faculty***

- A part-time teacher appointed on a course-by-course basis. Such faculty are appointed on term contracts only and usually have only the duties directly associated with teaching and do not perform committee work nor assume other responsibilities required of ranked faculty.

#### ***Affiliate Faculty***

- Status may be awarded by the President upon written recommendation of the VPAA to those persons whose employment is with a person or organization associated with the University by affiliation contract

or to those persons who are practicing professionals or independent scholars who are associated with the University for specific research purposes. Affiliate status is awarded as a courtesy of the affiliation relationship and Affiliate Faculty are entitled only to those benefits or rights as specified in the affiliation contract.

### **Librarians**

- Professional librarians may be given the title of Special Status Academic Faculty. They shall be employed only on term contracts and are not eligible for tenure. They are voting members of the Faculty and serve with full privileges on any of its committees.

### **Workload:**

All teaching assignments shall be made by the Office of the VPAA. The teaching load for full-time faculty members in the College shall be 24 credit hours per academic year. Credits may be distributed unevenly, but in any one semester, the teaching load for full-time faculty members generally ranges from 9-15 credit hours. Credit hours taught in excess of 24 during the regular academic year shall be considered overload credit hours and shall require the written approval of the VPAA's Office. No faculty member shall be required to teach in excess of 24 credit hours per year without additional compensation. Courses and workshops offered (for credit or non-credit) under the auspices of the College shall be approved by the VPAA before any student may register or earn academic credit in them. The decision to offer or not offer the following shall rest exclusively with the VPAA: a practicum, a tutorial, an independent reading or research, or a directed reading course, or to assess portfolios or give challenge examination, or conduct workshops, or serve on a thesis committee, or supervise internships or off-campus work experience. Faculty are limited to teaching no more than three tutorials, independent readings or research, or directed reading courses, or to supervise internships in a semester without the prior permission of the VPAA.

The following guidelines shall be used in computing credit hours for purposes of calculating the teaching load for each full-time and part-time faculty member. For teaching regular (lecture-type and lecture-discussion) courses, the faculty member shall be credited with the same number of credit hours as the number of credits listed for the course in the Schedule of Classes. To compute credit hours for teaching assignments not taught in a formal classroom situation, one laboratory hour supervised equals one credit.

## D. Current Faculty Assignments

University of Dubuque Faculty Course Load - Fall 2013					
Faculty	Course	Enrollment	CR	Other Assignments	
				Activity	% Time
Brett Hoben*	AVI 131 04 Basic Ground School	6	6	Assistant Chief, Admission Liaison	0.75
Brett Ray	AVI 131 01 Basic Ground School	16	6	Chief Ground Instructor	0.1
	AVI 131 03 Basic Ground School	17	6		
Chaminda Prelis	AVI 344 01 Corporate Aviation	12	3	AABI Self-Study	0.2
	AVI 349 01 Safety Mgmt Investigation	25	3		
	AVI 495 Aviation Senior Seminar	14	3		
Ken Godwin, Jr.	AVI 233 Air Transportation	22	3	Internship Coordinator	0.1
	AVI 346 Airline Management	12	3		
	AVI 333 Aviation Security & Crisis Management	11	3		
	AVI 434 01 Human Factors	13	3		
Kurt Stiefel*	AVI 431 32 CFI Aeronautical Knowledge	6	3	Senior Flight Instructor	0.75
Polly Kadolph	AVI 131 02 Basic Ground School	16	6		
	AVI 232 01 Advanced Ground School	12	3		
	AVI 447 Crew Resource Management	8	3		
Steve Accinelli	AVI 145 01 Safety & Ethics	18	0.75	Academic Chair, Director of Aviation Programs, ACR	0.75
	AVI 145 02 Safety & Ethics	16	0.75		
	AVI 145 03 Safety & Ethics	18	0.75		
	AVI 145 04 Safety & Ethics	12	0.75		
	AVI 368 NBAA Conference	7	1		
	AVI 447 Crew Resource Management	8	1		
Suzanne Peterson	AVI 145 01 Safety & Ethics	18	0.25	Safety Program Manager, Senior Flight Instructor	0.9
	AVI 145 02 Safety & Ethics	16	0.25		
	AVI 145 03 Safety & Ethics	18	0.25		
	AVI 145 04 Safety & Ethics	12	0.25		
Tony Foster	AVI 231 02 Ground School Instrument	15	4	Senior Flight Instructor	0.7
	AVI 401 Applied Aerodynamics	20	3		
William Jay Jubeck	AVI 430 31 CFI FOI	6	2	Assistant Chief	0.9
William Blum	AVI 341 01 Aviation Law	23	3		
William Rigdon*	AVI 231 01 Ground School Instrument	15	4	Assistant Chief	0.25
	AVI 435 Ground School Multi-Engine	6	2		
	AVI 332 Advanced Systems/CRJ	17	3		

\* No longer employed at UD as of Fall 2014

**E. Compensation and Benefits**

There are only 6 aviation faculty members. Reporting their salary in this document would be a privacy concern for the University and the faculty involved. The Vice President for Academic Affairs will have individual salary data available to assure the visiting team that the aviation department members are treated equitably for their services.

The University recognizes the value of tenure as promoting favorable conditions for the exercise of academic freedom and for the orderly development of the University as a community of teachers and scholars. However, tenure is not emphasized at UD. The following section outlines the tenure process at the University of Dubuque. Further discussions and questions regarding tenure can be answered by the Vice President for Academic Affairs as well.

<b>University of Dubuque Average Campus-Wide Faculty Salaries</b>		
<b>Title</b>	<b>Number</b>	<b>Average Salary/Monthly (9 Month Contract)</b>
<i>Professor</i>	16	\$7,360.00
<i>Associate Professor</i>	23	\$6,942.00
<i>Assistant Professor</i>	41	\$5,922.00
<i>Instructor</i>	9	\$4,213.00

## F. Evaluation and Promotion Policies

<b>Current University Position</b>	<b>Number Promoted (2010-2014)</b>	<b>Number Tenured (2010-2014)</b>
<b>Professor</b>	1	0
<b>Associate Professor</b>	1	0
<b>Assistant Professor</b>	0	0
<b>Instructor</b>	0	0

### **Faculty Evaluation:**

The following is from the Faculty Handbook

#### **2.5 Evaluation**

Faculty members at the University are subject to continuing performance assessment. The following process will normally be used for formal evaluation and may be used for all employment related evaluation purposes, including without limitation, tenure, promotion, continuance and differential salary determinations.

##### **2.5.1 Evaluation Process**

The VPAA will announce the schedule and process for formal evaluations of Faculty and department heads. The Assessment Committee will review and recommend the appropriate instruments for use in the formal evaluation process. Faculty shall submit materials through department heads to the Office of the VPAA, as applicable and as required in accordance with the announced schedule. Faculty will be evaluated on the quality and sufficiency of their performance of the duties and responsibilities set forth in this *Faculty Handbook* and those that may be specified in the individual's appointment contract. All evaluation material will be returned to the Faculty.

##### **2.5.2 Student Evaluations of Teaching**

The College and Graduate Programs will conduct student evaluations of teaching performance. All Faculty are required to administer the student evaluation process in the classroom for at least two courses per semester and at least 4 courses per academic year. The student evaluation format will be selected or designed by the VPAA in consultation with the Assessment Committee and will include questions and evaluation criteria common to all classes. At least 50% of the evaluations each academic year must use quantifiable scales. The other 50% of student evaluations may be qualitative or narrative and college-wide or discipline/program-specific. A summary of the evaluation results will be provided to the Faculty member, department head, and the office of the VPAA.

##### **2.5.3 Professional Development Planning**

Each Faculty member is required to prepare and submit an individual program of professional development in each evaluation cycle. The individual program should fit the Faculty member's duties and responsibilities, professional goals, and shall address the college and/or graduate schools and the department's mission, goals, and objectives. The program shall be developed in consultation with the department or unit head and submitted in writing to the VPAA in accordance with a schedule established by that office.

##### **2.5.4 Performance Improvement Planning**

In the case where serious deficiencies in performance are identified, the VPAA may, in consultation with the Faculty member, institute a prescriptive plan for performance improvement. That plan shall identify the specific



performance deficiencies, the level of proficiency or performance to be achieved, the time lines for achievement of the required improvement, and the activities to be pursued in support of the plan. The Faculty member shall be responsible for implementation of the plan and for reporting progress to the VPAA or other designated administrator.

## **2.6 Promotion**

The procedures that follow serve as a guide to the administration and Faculty in regard to the qualifications for advancement in academic rank. The provisions herein are neither absolute nor automatic. When considering an individual for advancement in rank, the qualifications are to be interpreted by the President acting upon the recommendations of the VPAA

### **2.6.1 Promotion Review**

During the Spring semester of each academic year, Faculty who are eligible and apply to be considered for advancement in rank will be reviewed for this purpose. If approved by the President and Board, the subsequent year's contract will reflect the new rank.

### **2.6.2 Basis for Promotion**

The basic requirements for rank are those qualifications set forth at Section 2.1.6. The following requirements specify the additional requirements necessary for a Faculty member to advance in rank.

- A. Mission. Demonstrated commitment in principle and practice to the mission of the University.
- B. Time in Rank. A minimum of two (2) contract years of full time teaching service to the College in the existing rank, not to include, unless otherwise approved by the President in writing, time spent on sabbatical, leave of absence, or assignment to administrative duties while holding teaching rank.
- C. Teaching Ability. Excellence in teaching.
- D. Scholarly Activities. Above average performance in scholarly activities. See Section 2.9.1.2 for a definition of scholarly activity.
- E. Service. Progressively increasing quality service to the College and community.
- F. Student Service. Excellence in service to students.

### **2.6.3 Outline for Application**

The timeline for the review process will be announced early in the Fall and/or Spring semester. The following outline will be used by Faculty in organizing their application for promotion.

The application shall include:

- A. A cover letter confirming the Faculty member's desire to enter the promotion review process.
- B. A title page containing name, rank, date of submission and assignment.
- C. A table of contents listing the entries as they appear in the document.
  1. History of service at the College.
  2. Mission.
    - a. Narrative statement.
    - b. Documentation of activities in support or pursuit of the mission.
  3. Teaching and related activities (accomplishments and documentation).
    - a. Narrative statement.
    - b. Self-evaluation.
    - c. Student evaluations.
    - d. Peer and Department Head Evaluations.
    - e. Professional development activities.
    - f. Additional evidence.

4. A summary of scholarly activities (accomplishments and documentation).
  - a. Narrative statement.
  - b. Documentation of results or products.
  - c. Additional evidence.
5. Service.
  - a. Narrative statement.
  - b. Recommendations and commendations.
  - c. Additional evidence.
6. Service to Students.
  - a. Narrative statement.
  - b. Documentation of activities.
  - c. Additional evidence.
7. Curriculum Vitae.

## **2.7 Tenure**

### **2.7.1 Purpose and Philosophy**

The University recognizes the value of tenure as promoting favorable conditions for the exercise of academic freedom and for the orderly development of the University as a community of teachers and scholars.

In tenure reviews, decisions made by the University are of extreme importance in the institution's pursuit of its Mission. Achievement of tenure should never be regarded as a routine or automatic award. It must, rather, reflect and affirm professional competence and performance measured against national standards at comparable institutions, and a willingness by the applicant to assume leadership responsibilities in fulfillment of the University's Mission.

The University's decision to grant tenure is subject to the determination by the University that the Faculty member's services will continue to be needed and that the institution's financial resources are sufficient to meet a long term commitment. It is also required that the tenured Faculty member's level of performance will be maintained and improved continually.

### **2.7.2 Eligibility for Tenure**

To be eligible for tenure a Ranked Faculty member holding the rank of Assistant Professor or above must hold a Tenure Track appointment as defined in Section 2.2. The probationary period for a tenure track Faculty member shall begin to accrue when the Faculty member is appointed to a Ranked Faculty position on a tenure track contract and shall normally be six years of full time continuous service, except as provided below. Upon the mutual agreement of the Faculty member and the VPAA, full-time service at the rank of instructor or above in colleges or universities of recognized standing may be counted as part of the probationary period. (A university or college of recognized standing is an institution accredited by one of the six regional accrediting institutions, e.g., North Central.) Notwithstanding the foregoing, and unless otherwise approved by the President and the Board, the University requires not less than three years of full-time ranked tenure track service at the University even though the Faculty member's total probationary period in the academic profession is thereby extended beyond the normal maximum of six years. The precise terms of any credit given for previous teaching experience and the length of the probationary period to be fulfilled at the University shall be stated in writing by the University at the time of the initial appointment and shall be incorporated into the initial and each subsequent contract of employment in order to be binding on the University. Since the actual conferral of tenure is an affirmative act by the President and the Board, the Faculty member must formally request tenure during the sixth or last year of probationary status.

The six-year probationary period must be continuous with the exception that a maximum one year's interruption because of a leave of absence or because of part time service will be permitted as will an interruption for any period of time due to compulsory military service to the extent required by the military leave policy. Other interruptions in service may be counted as part of the probationary period in the discretion of the University. The University may defer a Faculty member's consideration for tenure even if the extension results in an extension of the probationary period beyond six years due to financial concerns that make it doubtful that the University can support a tenure commitment or in order to conduct a further assessment of issues related to the Faculty member's performance during the fifth or sixth years of service.

A Faculty member at any rank who is denied tenure shall normally be retained on the Faculty until the end of the academic year following the one in which there was notification of the denial unless the Faculty member is converted to Term contract employment status. Exceptions may also occur in instances of severance for cause or pursuant to a reduction in force.

Upon recommendation of the VPAA and with approval by the President, a new Faculty member with extraordinary credentials who has previously been tenured at a college or university of recognized standing may be granted tenure by the Board without the required University of Dubuque probationary period.

### **2.7.3 Review Procedure for Tenure Track Faculty Members**

A Faculty member holding a Tenure Track Appointment shall be evaluated for reappointment on a yearly basis by the VPAA. No later than the end of each academic year he/she will be advised on his/her progress toward meeting the requirements for tenure. Any deficiencies hindering future tenure consideration shall be identified and discussed. Necessary corrective measures shall also be identified. This discussion shall subsequently be summarized in writing within fourteen calendar days and forwarded to the Faculty member.

### **2.7.4 Criteria for Tenure Consideration**

In addition to the satisfaction of the eligibility requirements set forth in Section 2.7.2, above, eligibility for tenure consideration is based upon the satisfaction of performance criteria. These criteria are as follows:

- A. Demonstrated support in principle and practice for the Mission of the University.
- B. Demonstrated excellence in teaching.
- C. Professional Growth and Development. Consistent, mature and progressive growth in scholarly achievement, recognition in the Faculty member's discipline and with professional organizations.
- D. Service to the Institution. Progressively increasing quality service and the contribution of leadership to the University community.
- E. Student Service. Excellence in service to students.

### **2.7.5 Outline for Application**

The following outline shall be used by Faculty in organizing their application for tenure. The application shall include:

- A. A cover letter confirming the Faculty member's desire to enter the tenure review process.
- B. A title page containing name, rank, date of submission and assignment.
- C. A table of contents listing the entries as they appear in the document.
  1. History of service at the University.
  2. Commitment to Mission.
    - a. Narrative statement.
    - b. Documentation of activities in support or pursuit of the Mission.
  3. Teaching and related activities (accomplishments and documentation).
    - a. Narrative statement.
    - b. Self-evaluation.

- c. Student evaluations.
  - d. Peer Evaluations.
  - e. Professional development activities.
  - f. Additional evidence.
4. A summary of scholarly activities (accomplishments and documentation).
    - a. Narrative statement.
    - b. Documentation of results or products.
    - c. Additional evidence.
  5. Service.
    - a. Narrative statement.
    - b. Recommendations and commendations.
    - c. Additional evidence.
  6. Service to Students.
    - a. Narrative statement.
    - b. Documentation of activities.
    - c. Additional evidence.
  7. Curriculum Vitae.

#### **2.7.6 Timeline and Procedures**

An eligible Faculty member who wishes to be considered for tenure must submit the materials outlined in Section 2.7.4, above, to the VPAA no later than October 1. Prior to October 15 each year, the VPAA shall convene the Faculty Advancement Committee (FAC) to consider all requests for tenure. Members of the FAC shall be provided access to all evaluative data concerning the candidate for tenure and additional information it wishes to review as it formulates a recommendation.

Prior to February 1 of each year, the FAC shall complete their review of candidates for tenure and forward written recommendations to the VPAA.

The VPAA shall review all evaluative data and forward a recommendation to the President no later than March 15<sup>th</sup>. The President shall also review the evaluative data and the other recommendations and prepare a recommendation to the Board.

All recommendations shall be transmitted by the President to the Academic Affairs Committee of the Board and to the Board for final consideration.

All decisions of the Board will be communicated in writing to the candidate. Awards of tenure shall be effective with the next ensuing academic year.

## “Form for Annual Faculty Review Process”

### University of Dubuque Annual Faculty Review

Faculty Member \_\_\_\_\_ Title \_\_\_\_\_

Please answer the following questions for the period of June 1 to May 31 of the current academic year. Include all anticipated data, such as a presentation at an upcoming conference.

#### **ADVANCING THE MISSION OF THE UNIVERSITY**

- Activities contributing to your articulation or practice of the mission:

#### **GUIDING STUDENT LEARNING INSIDE AND OUTSIDE THE CLASSROOM**

- Course Load:
- *Populate from Jenzabar*
- Course evaluations:
- *Populate evaluations from previous Spring semester and Fall semester (and J Term?)*
- Major themes from student evaluations:
- Academic advising:
- *Drop in # of advisees from Jenzabar*
- Other advising roles (list, if any):

#### **MODELING LEARNING THROUGH SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT**

- Conferences/workshops attended:
- Presentations made:
- Publications:
- Other scholarship or professional development (such as leadership in an academic organization):

#### **SERVING THE COMMUNITY OF FELLOW LEARNERS**

- Department responsibilities:
- Faculty-wide responsibilities:
- University responsibilities:
- Community responsibilities (list only those that are related to your faculty role or that you consider to be major):

#### **GOALS**

- Goals from last year
- *Populated from previous year's "goals for next year"*
- Goals for next year:

## G. Professional Development

### **Advanced Degrees and Certifications:**

The University of Dubuque acknowledges the unique requirements of professional programs and therefore allows for non-traditional methods to ascertain academic credentials.

In general, those individuals serving as assistant or associate professors must have at least a master's degree in a related field and have significant aviation expertise. Professors are expected to have a Ph.D. or a Masters degree with some continuing education or an Air Transport Pilot rating with appropriate instructor ratings (CFI, CFII, MEI). Instructors of aviation can be appointed with both a Bachelor's degree in an appropriate field and significant aviation expertise. All instructors of aviation are required to complete a Master's degree within five years of being hired. Adjunct instructors must, at the minimum, have a Bachelor's degree in an appropriate field and significant aviation experience.

### **Consulting:**

The Aviation Department and individual faculty members are authorized to act as consultants through the University Institute, a for-profit arm of the University of Dubuque. Individual arrangements can be made; however, the University would expect approximately 20% to cover its overhead and facility charges.

### **Professional Associations:**

The Aviation Department has active memberships with:

- University of Aviation Association (UAA)
- National Association of Flight Instructors (NAFI)
- Aviation Accreditation Board International (AABI)
- National Business Aircraft Association (NBAA)
- National Air Transportation Association (NATA)
- Women In Aviation (WIA)
- Alpha Eta Rho

Each faculty member is authorized funding each year for professional affiliations and publications. Some of the organizations to which members belong include the following:

- Aircraft Owners and Pilots Association (AOPA)
- American Association of Airport Executives (AAAE)
- Human Factors and Ergonomics Society (HFES)
- Army Aviation Association of America (AAAA)
- Women in Aviation (WIA)
- Aviation Maintenance Technology Society (AMT)
- Civil Air Patrol (CAP)
- Experimental Aviation Association (EAA)

### **Community, Regional and National Aviation Function Participation**

The University of Dubuque is a recognized Professional Development Provider (PDP) for the NBAA. Faculty members participate in various aviation activities, including: Dubuque Regional Airport Commission, Iowa's Aviation Advisory Board, Scholarship, Management, and Distance Learning Committees of UAA, Visiting Faculty team member for AABI accreditation visits, and safety team member for UAA safety audits.

## **Recruiting**

The Aviation Department is active in the following areas for the Tri-State area:

- Junior & high school career programs within 100 mile radius
- Community Colleges in the Tri-State area
- Selective high schools with Aviation Programs in the Tri-State area
- Numerous air shows and special events such as EAA in OSH, Quad-City Air show, Aviation Day in Milwaukee, and other local events
- Upward Bound programs for the Tri-state area.
- UD for KIDS
- Women In Aviation

## **Faculty Exchange Programs:**

The University of Dubuque supports this activity; however, no formal aviation exchange programs have been conducted.

## **Publications:**

The University of Dubuque encourages faculty to publish. Faculty members have submitted articles and proposals for textbooks and non-textbooks. As of this self-study, those proposals are still in process.

## **Research:**

The University of Dubuque encourages faculty research on a time-available basis. The department is currently involved with Rockwell Collins testing avionics systems in association with the University of Iowa, doing human factors research on helicopter simulation.

## **Continuing Education/Professional Development/Sabbatical Leave:**

The Faculty Handbook establishes procedures for Professional Development and Sabbatical Leave. Generally, without a detailed development plan, a faculty member can expect approval to attend conferences/workshops and receive funding up to \$1150.00. Sabbatical leave is available after six years of service and must be approved by the Board of Trustees. Two aviation faculty have received limited sabbaticals: one to acquire the CAM designation from NBAA and the other to develop a FITS program for integrating private and instrument flight training. The department also has faculty and staff members exploring options to pursue Master's and PhD degrees.

## **Special Projects:**

Currently, the Aviation Department is active in grant writing and solicitations for departmental enhancements, student learning devices, and faculty research.

## **SECTION VII: FACILITIES, EQUIPMENT AND SERVICES**

(AABI 201: Criteria 2.6, 3.6 & 4.6)



## A. Classrooms

Classrooms are categorized by equipment. All rooms have overhead (transparency) projectors and network ports. All equipment on carts are shared between classrooms and must be reserved in advance. Tier 2 and 3 classrooms are ideal for PowerPoint presentations.

<b>Tier 1</b>	Room has no audio visual equipment permanently installed.
<b>Tier 2</b>	Room has LCD projector and connection for instructor laptop.
<b>Tier 3</b>	Room has LCD projector and instructor computer.
<b>Tier 4</b>	Computer Lab (LCD projector and computers for instructor and students)

BUILDING	ROOM	NAME	LAB	TIER	CAPACITY	FURNISHINGS ENVIRONMENTAL/TECHNOLOGY CONCERNS
<b>Airport</b>		General Purpose Classroom		3	32	
<b>Alumni Hall</b>		General Purpose Classroom		2	100	
<b>Blades</b>	101	General Purpose Classroom		1	33	
	102	General Purpose Classroom		3	24	
	104	General Purpose Classroom		1	16	
	106	Conference Room		1	12	
	201	General Purpose Classroom		1	35	
	202	General Purpose Classroom		2	42	
	204	General Purpose Classroom		1	26	
<b>Goldthorp</b>	105	Zuker Auditorium		3	105	
	109	Geology Lab	X	3	32	
	120	Zoology Lab	X	3	32	
	130	GIS Computer Lab	X	4	16	
	205	Physics Lab	X	3	24	
	209	Science Education Classroom		3	24	
	220	Cell/Microbiology Lab	X	3	24	
	224	General Biology Lab	X	3	32	
	228	Zuker Conference Room		3	24	
	305	Nursing Lecture Hall		3	40	
	320	Organic Chemistry Lab	X	3	16	

	324	General Chemistry Lab	X	3	24	
	325	Specialized Nursing Lab		3	8	
	327	Nursing Lab		3	32	
	328	Nursing Media Lab	X	2	12	
<b>Library</b>	106	Computer Lab	X	4	28	
	109	Conference Room		2	14	
	204	Seminar Room		2	24	
	218	Curriculum Library		1	16	
	380	Seminar Room		2	18	
	381	General Purpose Classroom		3	36	
	383	Seminar Room		2	18	
<b>Myers</b>	123	General Purpose Classroom		1	45	
	130	General Purpose Classroom		1	28	
	131	CIS Classroom		1	30	
	135	Seminar Room		1	18	
	146	Lecture Hall		3	123	
	149	General Purpose Classroom		3	42	
	150	General Purpose Classroom		3	35	
	151	Computer Lab		4	25	
<b>Severance</b>	100	General Purpose Classroom		1	25	
	102	General Purpose Classroom		1	25	
	200	General Purpose Classroom		3	40	
	202	Seminar Room		1	10	
<b>Smith</b>	200	Conference Room		1	17	
<b>Tech Center</b>	100	Hadley Auditorium		3	139	
	103	Computer Lab A	X	4	32	
	111	Computer Lab B	X	4	24	
	201	ICN Classroom		3	32	
	202	Videoconferencing Classroom		3	32	
	203	CGIM Computer Lab	X	4	14	
	204	CGIM Computer Lab	X	4	12	
	205	CGIM Computer Lab	X	4	16	

## **B. Laboratories**

### **Share and Control of Space:**

The computer labs and classroom space on the main campus are shared by all departments with assignment control through the Registrar's Office. The airport classroom is used solely by the Aviation Unit. Occasionally, the Aviation Unit will loan the room out to community groups such as the EAA, Dubuque Regional Airport Commission, or UD for Kids. The assignment of the space is controlled by the Registrar's Office and the Director of the Flight Center.

### **Airport Office/Hangar Building Lease:**

The University of Dubuque has a written agreement with the City of Dubuque to lease the premises at the Dubuque Regional Airport for office and classroom instructional areas, aircraft rental, routine aircraft maintenance and repair, and flight/ground/other instruction. The term of the lease is for a five-year period and UD has exercised an option to lease the Old Terminal building when it comes available. Initial architectural plans are available for review.

## C. Staff Offices

As of the Fall 2014 semester

BUILDING	ROOM	AREA	OCCUPANT
<b>SEVERANCE HALL</b>	301	Campus	Steve Accinelli
	302	Campus	Ken Godwin
	304	Campus	Chaminda Prelis
	306	Campus	Adjunct
	308	Campus	Flight Center Staff
	312	Campus	Brett Ray
	314a	Campus	Polly Kadolph
<b>FLIGHT CENTER</b>	1	Airport	Steve Accinelli
	2	Airport	Kurt Stiefel
	3	Airport	Mike Glynn
	4	Airport	Kim Bruggenwirth
	5	Airport	Kim Bruggenwirth
	6	Airport	Suzanne Peterson
	7	Airport	Nolan Schneider
	8	Airport	Tony Foster
	9	Airport	Nick Glynn
	12	Airport	Cubicles
	C1	Airport	Vacant
	C2	Airport	Randy Tolley
	C3	Airport	Vacant
	C4	Airport	Connor Monson
	C5	Airport	Nicholas Seefeldt
	C6	Airport	Derek Krapfl
	14	Airport	Colin Waldorf
	15	Airport	Jessica Wagner
<b>AMERICAS HANGAR</b>	1	Airport	James Jenkins
	1A	Airport	Chad Gooden
	2	Airport	Jay Jubeck
	C1	Airport	Jacob McGrane
	C2	Airport	Jake Thomas
	C3	Airport	Jonathan Hudik
	C4	Airport	Vacant
	C5	Airport	Kevin Michalski
	C6	Airport	Vacant

Staff offices are located on the main University campus and the airport's Flight Center and Americas Hangar.

Severance Hall is located on the main University campus on Algona Street directly across the street from Myers Library. The Aviation Unit offices are located on the 3rd floor of Severance. Secretarial services are located adjacent to the staff offices. Classrooms and computer labs are within a short walking distance from Severance.

The Flight Center is located at the Dubuque Regional Airport on Highway 61 South and across the parking lot from the Americas Hangar. The Aviation Unit offices are located in the Flight Center. Secretarial services are located in rooms 4 and 12. Classrooms and computer stations are located in the Flight Center.

The Americas Hangar is located at the Dubuque Regional Airport on Highway 61 South and across the parking lot from the Flight Center. The Aviation Unit offices are located in the ground and loft areas of the Americas Hangar. Secretarial services are located across the parking lot in the Flight Center rooms 4 and 12. A computer station is located in the ground area of the Americas Hangar.

## **D. Airport Facilities**

Airport classroom is located at the Dubuque Regional Airport. The classrooms used at the airport are listed in section A. The classroom has an LCD projector with a computer for instructor use. The courses taught are: Basic Ground School, Safety and Ethics in Aviation, Instrument Ground School, Advanced Ground School, CFI Fundamentals of Instruction, CFI Aeronautical Knowledge, and Multi-Engine Ground School.

## E. Library

Books and periodicals related to Aviation are located at the Charles C. Myers Library.

	Acquisitions		Total	
	Books: Print Vol. (\$)	Periodicals: Print & Online titles	Books: Print & Online	Periodicals: Print and Online
<b>Aviation</b>	Monographs: 13 (\$926)  Standing Orders: (Jane's and Air Charter): 2 (\$1209)	N/A	494	19 (print only)
<b>Total Campus or Institutional Library</b>	Monographs: 2085 (\$46,315)  Standing Orders:267 (\$10,917)	306 (\$32,271)	162,325	280

### Print Books:

The Myers Library uses the Library of Congress classification system to organize the collection. The aviation/flight collection falls in the areas listed below. In addition, aviation and flight students use the business collection (sections HD-HE).

Aviation Collection: Library of Congress Classification  
 TL500 - TL785 (Aeronautics)  
 TL787-TL4050 (Astronautics)  
 HD9711 (Aerospace Industries)  
 HE9761-9843 (Air Transportation)  
 KF2400 - KF2500 (Aviation and Space Regulations)  
 RC1062-1085 (Aviation Psychology)  
 UG 623-1523 (Air Forces. Air Warfare)

Jonathan Helmke, Assistant Director for Technical Services and Library Systems and Librarian Liaison to the Aviation Department, works with the faculty to update and to ensure the collection's relevancy to the curriculum.

The following is circulation data:

# of Checkouts (Includes Reserves and Renewals)	2008/09	2009/10	2010/11	2011/12	2012/13	As of 12/31/2013 (for 2013/14)
<b>TL(500-785)</b>	44	102	102	40	42	21
<b>HD9711</b>	0	2	0	3	5	
<b>HE9761-9843</b>	4	49	18	25	11	2
<b>Total</b>	48	153	120	68	58	23

The use of the aviation/flight book collection is heavily dependent on assignments that require its use. For example, in 2009/10, 153 titles (in selected areas; see above chart) were checked out. In 2012/13, only 58 books circulated, probably because fewer class assignments required books. Mr. Helmke works with the faculty to

ensure the collection is relevant to assignments. Many of the research assignments rely on periodicals, as is the case for many professional programs.

The library provides access to 33 aviation-related online book titles.

### **Periodicals:**

The library has a total of 19 aviation/flight print periodical titles which are kept in print due to the browsing usage by students, staff, and faculty. In addition, students in the program have access to many related periodicals electronically, particularly a large business collection available through *Business Source Premier*, *Business Insights*, and *Lexis/Nexis Academic*.

The budget is set by the University Librarians each year. If the department needs additional funds, Mr. Helmke works with the University Librarian to ensure departmental needs are met.

Mr. Helmke works closely with faculty to make selections for additions to the collection that support the curriculum. For example in 2009, the library partnered with the Aviation Department to meet the needs of newly-restructured assignments. This included purchasing and integrating targeted materials into several courses to help achieve class and departmental learning outcomes. *TravelSense*, a decision-making business aviation software application, is taught in the Corporate Aviation (AVI 344) course. Mr. Helmke works with small groups in this class, showing them how to integrate this resource into their assignments. Other titles were purchased to support additional courses, including Corporate Aviation, Safety, and Air Transportation.

The partnership with the Aviation Department includes integrating information literacy skills with a number of other classes.

Information literacy is defined as the set of abilities requiring students to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (from: Association of College and Research Libraries’ *Information Literacy Competency Standards for Higher Education*). The University of Dubuque has a nationally-recognized information literacy program.

The Aviation/Flight professors have worked with Mr. Helmke to create relevant, research-based assignments that build on the research and writing skills students develop in the Core Curriculum classes and in other aviation/flight classes. Recently, Mr. Helmke has worked with the following classes:

- AVI 233: Air Transportation
- AVI 348: Fixed Base Operations
- AVI 322: Aviation Human Capital and Employee Management
- AVI 344: Corporate Aviation
- AVI 349: Aviation Safety Management
- AVI 444: Air Transport Economics and Finance
- AVI 495: Aviation Senior Seminar

For example, previous to working with Mr. Helmke, Professor Polly Kadolph was not satisfied with her students’ oral presentation assignment in her Aviation Senior Seminar (AVI 495) despite bolstering the rubric and giving students detailed directions. Mr. Helmke and Prof. Kadolph developed a curriculum to help students develop presentation topics using current events in aviation. During class, Mr. Helmke introduces the students to concept-mapping, which encourages them to consider the many facets of their issues. After the session, Mr. Helmke posted the topic notes and resource information the students found onto the course online management site.

Prof. Kadolph was impressed with the students’ work as a result of the session. “It helped the students visually see the most important points of their contemporary issue,” she said. “Undoubtedly, the quality and balance of



sources and information gathered was greatly increased after implementing the collaboration with the Aviation Department and our library representative.”

In addition, Mr. Helmke and Prof. Prelis led the development of an information literacy/writing curriculum that integrated research and writing skills in Air Transportation (AVI 233), one of the first courses taken by aviation students. Developed with the Writing Center Writing Consultants and Aviation faculty, the goal is to train new aviation students in the research writing process and to encourage them to consult both the librarians and writing tutors as they develop these skills.

In Fall 2010, Mr. Helmke and Writing Center Consultants Sue Ann Marino and Joseph Doolittle worked with Professor Chaminda Prelis and Professor Robert Felderman to create a two-day, in-class workshop in which students wrote executive summaries on an aviation issue. Mr. Helmke spent the first session showing them how to find and evaluate aviation literature. In the next session, Ms. Marino and Mr. Doolittle taught them how to craft the information they found into an executive summary. Currently, Mr. Helmke and Writing Center Consultants Ms. Marino and Matt Muilenburg, work with the AVI233 courses. The library has also worked with the faculty to change one of the course’s learning objectives to emphasize the information literacy skills that are taught in the course.

Professor Prelis said the collaboration has clearly benefited his students, noting a marked improvement in the quality of work submitted. “The student learning has improved by the mere fact of having the library staff help students with their research in finding current and appropriate resources,” he said. “From a faculty perspective, having the help of the library staff has been an immense time saver. From finding the appropriate resources to teach classes more effectively, to being able to concentrate on teaching the subject matter, while the librarians and writing staff assist our students with the writing process, the benefits have been invaluable.”

Also, Mr. Helmke has received feedback concerning his work with the Aviation students. In the Fall of 2012, Mr. Helmke received the following:

*I'd just like to make mention the importance of having a librarian staff member who can serve the aviation department for reference.*

*With the help of your work, we were able to find quality material that was of up-to-date stimulating material for the use of our technical writing.*

*Also, with your help, this paper was much more comprehensive and manageable. Your guidance is much appreciated when accomplishing a technical writing such as this was.*

*Appreciate your help,  
Nick Ellis,  
Aviation Major, University of Dubuque*

## **F. Instructional Media Services**

Campus has a full-time instructional media service department providing everything from video-taping lectures and special events to laptop checkout. Classrooms continue to be upgraded. Their current capabilities are found in paragraph A of this section. The aviation department has access to all campus classrooms and computer labs. All aviation courses use classrooms equipped with technology. Many aviation courses are scheduled into computer labs as necessary. There have been a limited number of courses offered in an online format using our Learning Management System, Moodle.

## **G. Computer Facilities**

Computers are located in several computer labs listed in paragraph A. Students have access to computers in the library and in the TECH and Goldthorp buildings, as well as Wi-Fi connections throughout campus. Students are able to utilize all computer labs whenever space is available. The Airport has a computer lab dedicated to FAA and other testing via Laser-grade testing services controlled by aviation administrative personnel. Aviation students have the same access as all other students on campus to computers and computer labs. AVI 346, Airline Management, requires a computer for the online operation of the Airline Management Simulation.

GLEIM test prep software is provided digitally for all aviation students on campus via their student log in identification. Most classes have a component of the class itself on Moodle and require the use of a computer for access.

## H. Placement Services

The University of Dubuque's Career Services functions within the Department of Student Life, promoting curricular and co-curricular operations:

- Face-to-face and Online Career development Services for undergraduate and graduate students, as well as alumni
- Career and personality assessments and career counseling
- Professional document development and critique; annual licensing for online career library systems; employment resources; and soft skill development
- Online postings of employer internship and employment opportunities
- Scheduled on-campus employer interviews for internships and employment opportunities
- Scheduled on-campus employer informational sessions and interviews
- Annual Fall Career Fair
- Fall and Spring Mock Interview Program providing network opportunities for internships and employment opportunities
- Annual campus-wide programming for Career Week to promote and celebrate exploration of vocation(s) and advocates for involvement among student organizations and academic departments
- "Don't Cancel Class" Program, to promote services and programs of Career Services within academic coursework
- Extends elective professional skill development coursework (1 credit and 3 credits) throughout the academic year

The following list of companies' use the University's placement services and some have requested interviews with graduates, have participated in career fair activities, and have assisted with Mock Interviews. The list is in no particular order:

Air Wisconsin, Aerial Service Inc., Dubuque Regional Airport – City of Dubuque, Iowa Flight Training, SkyVenture Aviation Inc., Thunderbird Aviation Academy, Experimental Aircraft Association, Air Tran Airways, Alaska Airlines, Cape Air, Horizon Air, Republic Airways, Skywest, Delta Qualiflight Aviation, Cessna Aircraft Company, Jet Suite, Executive 1 Aviation, Superior Flying Services, Lindner Aviation, Hap's Air Service, Aerosim Flight Academy, and Mesaba Airlines.

## I. Instructional Equipment

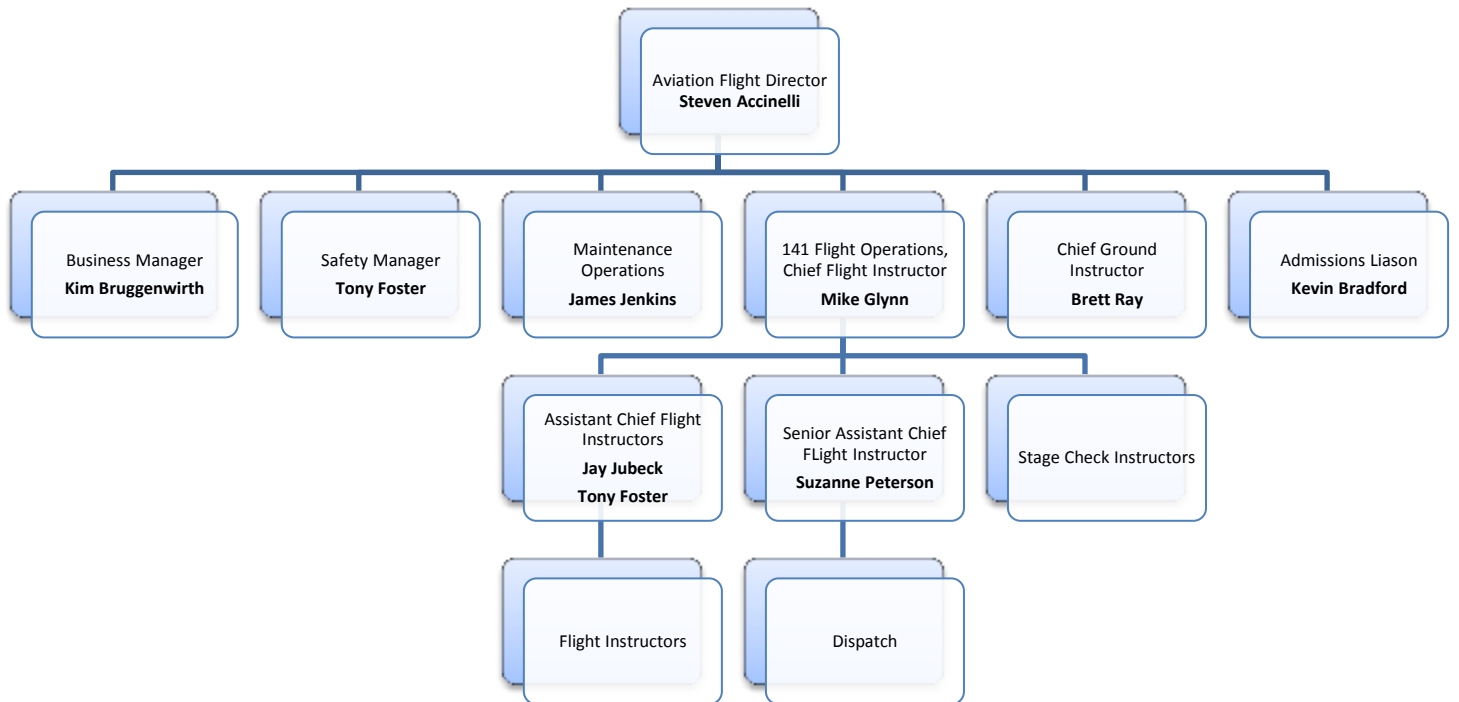
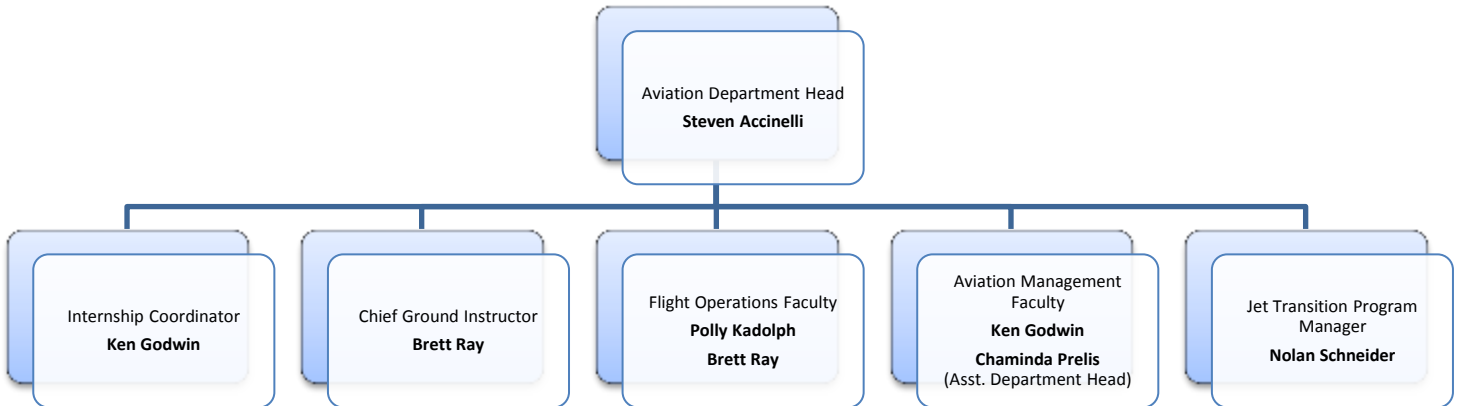
<b>Manufacturer</b>	<b>Year/Model</b>	<b>#</b>	<b>Course(s) for which used</b>
Cessna	2000-2003/172R	4	Private, Instrument, Commercial, CFI, CFII
Cessna	2008-2009/172S	11	Private, Instrument, Commercial, CFI, CFII
Socata	1998-1999/TB20	3	Commercial, CFI
Piper	2004/PA44	2	Multi-Engine, Multi-Engine Instructor
AST	2000/Hawk	1	Private, Instrument, Commercial, Multi-Engine, MEI, CFI, CFII
FRASCA AATD	2008/Mentor	1	Private, Instrument, Commercial, CFI, CFII
Redbird AATD	2009/AATD	1	Private, Instrument, Commercial, CFI, CFII
Redbird BATD	2011/BATD	2	Private, Instrument, Commercial, CFI, CFII
AeroSim	2011/CRJ AATD	1	CRM and CRJ 200 Training
<b>Other Instructional Equipment:</b> Cockpit procedural trainers (CPT) Numerous parts and cutaways to enhance learning			

## **SECTION VIII: INSTITUTIONAL STRUCTURE AND SUPPORT**

(AABI 201: Criteria 2.7, 3.7 & 4.7)

# A. Organizational Charts:

Fall 2014:



## **B. Institutional Support**

The aviation department currently uses an assessment process generated by internal as well as external analysis and in-puts. Requirements are identified and validated by appropriate sources, briefed to decision-making bodies, and placed in the budget cycle for inclusion. It is a continuous cycle of need identification, resource identification, decision-making body approval, budget inclusion, and implementation. Decision making bodies include the Aviation faculty and staff, the Curriculum Committee, Vice President for Academic Affairs, Vice President for Student Life, UD cabinet, Board of Trustees committees (Academic, Finance, etc.), and the Board of Trustees.



## C. Aviation Unit Administration

### **Administrator:**

Administrator of the Aviation Unit: Steven R. Accinelli

Title: Director – Aviation Programs

### **Administrative Procedures:**

The University of Dubuque utilizes a flat management style that is collaborative with the administrative departments and committees. Administrative functions are coordinated with faculty input along with department chair guidance and final recommendations may include input from the faculty standing committee, Vice President of Academic Affairs or other administration.

### **Curriculum**

Aviation Faculty-

University Curriculum Committee-Chairman, Chaminda Prelis

Vice President for Academic Affairs-Dr. Mark Ward

### **Faculty**

Director of Aviation Programs-Steve Accinelli

Vice President for Academic Affairs-Dr. Mark Ward

Director of Human Resources- Julie MacTaggart

### **Facilities**

Director of Aviation Programs-Steven Accinelli

Registrar - Elizabeth Olson

### **Budget**

Director of Aviation Programs-Steve Accinelli

CFO - Jim Steiner

### **Evaluation**

Director of Aviation Programs-Steve Accinelli

Vice President for Academic Affairs-Dr. Mark Ward

## **D. Related Programs**

The Aviation Department works closely with a number of other departments and programs on campus. The Aviation Management program works closely with the Business Department to provide relevant classes to the degree. Most recently, the Criminal Justice program has worked closely to not only provide Aviation students with relevant coursework, but also to offer Criminal Justice students classes relevant to their degree. As of the writing of this self-study, the Criminal Justice program is offering AVI 333: Aviation Security and Crisis Management class as an elective.

Through a number of programs offered by the Faculty Professional Development Committee, faculty members are offered opportunities to interact with peer members in other disciplines. The program provides faculty members the opportunity for personal interaction and fosters discussion about various academic and professional topics.

## E. Institutional Budget

Institutional Operating Revenue for 6/1/12 - 5/31/13			
Source		Amount(s)	%
Student Fees and Tuition		33,892,306	61%
State Support			
Federal Support		490,109	1%
Other ( ) 16M Private Gift Received in 12/13		21,056,017	38%
<b>Total Operating Revenue</b>		<b>55,438,432</b>	<b>100%</b>
Institutional Expenditures for 6/1/12 - 5/31/13			
Type of Expenditure		Amount(s)	%
Instruction		16,650,661	37%
Research		0	0
Extension or Continuing Education		0	0
Administration		11,375,080	25%
Physical Plant		6,340,357	14%
Other ( ) Student Services		10,555,327	24%
<b>Total Expenditures</b>		<b>44,921,425</b>	<b>100%</b>

## **F. Aviation Unit's Next Higher Administrative Level Budget**

The University of Dubuque operates with a flat organizational-structure philosophy. Currently, there is no specific aviation funding retained by the Vice President for Academic Affairs. Any and all questions regarding the next higher administrative-level budget can be answered by the Vice President for Academic Affairs.

## G. Aviation Unit Budget

### Aviation Unit operating Revenue for: FY 12/13:

Source	Amount(s)	%
Institutional Funds	\$695,480	30%
Other	\$1,616,340	70%
<b>Total Operating Revenue FY 12/13</b>	<b>\$2,311,820</b>	<b>100%</b>

### Aviation Unit Expenditures for: FY 12/13:

Type of Expenditure	Amount(s)	%
Faculty Salaries	480,000	21%
Other Salaries and Wages	515,000	22%
Expenses	1,190,320	51%
Other	126,500	6%
<b>Total Expenditures FY 12/13</b>	<b>2,311,820</b>	<b>100%</b>

## **SECTION IX: AVIATION SAFETY CULTURE AND PROGRAM**

(AABI 201: Criteria 2.8, 3.8 & 4.8)

## **A. Aviation Program Safety**

### **Accident/Incident History:**

Flight Operations has not had any accidents or incidents within the scope of this self-study.

### **Description of Safety Program:**

The University of Dubuque has several different components to its safety program. All 1st year students are required to take the Safety and Ethics course (AVI 145) where they are introduced to different policies, procedures, and regulations. During this course, they also get an opportunity to tour the airport facilities, including the self-fueler and the Air Traffic Control Tower, which begins to open a line of communication between students and other airport and ATC personnel.

Throughout the year, 3 safety meetings are held in which all aviation students are required to attend at least 1 per semester. These allow The Aviation Department to gather the students all in one place and address any safety or operational concerns we may have. The Aviation Department also have diverse speakers from the aviation industry attend and present a safety related topic and elaborate on its ties into many different areas of the aviation industry.

Our Aviation Program also has a Safety Manual which students are required to review prior to their first flight. This manual covers a wide range of safety related topics including basic University Emergency Procedures and Maintenance Procedures, Fueling Aircraft, University of Dubuque weather minimums, and much more. All instructors and students are responsible for knowing the information contained within this manual.

### **Safety Officer/Committee:**

The Aviation Program has an Aviation Safety Manager who has an open door policy and takes a non-punitive role so students feel they are able to discuss any issues or suggestions without fear of reprimand. The Safety Manager conducts stage checks to monitor trends as well as collect safety reports from the reporting system to monitor for trends. The Safety Manager has a minimum of 2 meetings a year to review all reports with the Department Chair, Chief Flight Instructor, and the Maintenance Manager.

### **Safety Hazard Incident Reporting System:**

The aviation program has a safety reporting system where anyone can submit a report to the Safety Manager. Once a report is submitted, the Safety Manager reviews it and passes it on to the Maintenance Manager (if it is a maintenance-related issue), or the Chief Flight Instructor. The Department Chair reviews all reports and closes the report if she/he is satisfied with the corrective actions taken by the Safety Manager, Maintenance Manager, and/or Chief Flight Instructor. Each semester, the Safety Manager has a meeting to review all reports with the Department Chair, Chief Flight Instructor, and the Maintenance Manager to see what areas need improvement and what changes can be implemented.

## **SECTION X: RELATIONS WITH INDUSTRY**

(AABI 201: Criteria 2.9, 3.9 & 4.9)



## A. Advisory Committees

### Aviation Advisory Board Membership:

NAME	AFFILIATION	ACTIVITY
Steven R. Accinelli	University of Dubuque	Director, Aviation Programs
Barry Brown	Rockwell Collins Flight Operations	Senior Captain
Wally Brown	Community Leader	Retired
Robert Grierson	Dubuque Regional Airport	Dubuque Airport Manager
Jon Harberts	Republic Airlines	Captain EMB 170
Bryan Hawley	Execujet Malaysia	International Pilot
Mark McClain	Northwest Airlines/Delta Airlines	Captain B757
Heath Miller	John Deere	Account Manager
Edward S. Rebholz	Fmr. Aviation Chair, University of Dubuque	Retired
Mike Sterenchuk	American Airlines	Flight Dispatcher/Ops Coordinator
Jim Stokes	Southwest Airlines	Captain

### Aviation Advisory Board Objectives and Procedures:

The purpose of the Aviation Advisory Board is to:

- Solicit information and trends within the aviation industry from knowledgeable sources,
- Recommend program direction for future growth and development
- Identify best practices, equipment, and management techniques for use within the department to ensure educational practices that meet current industry standards and requirements,
- Provide a potential network for placement of aviation graduates
- Evaluate recommended program changes against industry trends
- Develop aviation fund raising programs, when necessary, to support program improvements

Expected gains:

- Program support (UD, alumni, industry)
- Continued strong placement for our graduates
- Better understanding for UD faculty and staff of the current industry problems and considerations
- Increased contact with aviation alumni providing both students and faculty with cutting edge information
- Industry advocacy of UD aviation programs

Advisory Board meetings are held annually. Minutes are recorded and resolutions are passed. The last meeting of the Aviation Advisory Board was held in April 2013.

Advisory Committee Outcomes

- Validates program direction
- Assists with internship placement
- Conducts focused research in support of change
- Brings current industry experience to academic environment

## B. Contributions:

	Previous Year 06/01/2012 - 05/31/2013		Five-Year Total 06/01/2008 - 05/31/2013	
	Number	Amount	Number	Amount
Aviation Industry	8	19,071.00	32	70,808.00
Alumni	17	621.00	80	28,483.50
Faculty	2	30.00	9	272.50
Individuals	10	1,549.50	96	9,155.00
Other	43	6,167.50	219	31,704.00
<b>Totals</b>	<b>80</b>	<b>\$27,439.00</b>	<b>436</b>	<b>\$140,423.00</b>

### Non-monetary (in-kind) contributions (2009 – 2014):

01/2009 2-Dornier 328 Jet Cockpit Procedure Trainers

02/2012 Bombardier CRJ-200 Light Weight Cockpit Mock-up Trainer by Avsoft

### C. Seminars and Short Courses

<b>Dates</b>	<b>Description</b>	<b>Total Number Participating</b>	<b>Faculty Participants</b>
August, 2013	Flight Instructor Renewal Course (FIRC)	34	3

## **D. Research**

UD Aviation is currently active with Rockwell Collins on a Voice Recognition Study and with the University of Iowa's Human Performance Lab in helicopter simulation and support in flying experimental MI-2 helicopter.

## **E. Work Experience Programs**

### **Internships:**

Internships give current students and recent graduates the opportunity to gain experience in their prospective career field. The students have opportunities to create their own experience with a smaller company, such as an FBO or airport, which does not have a standard internship set up. They also have the opportunity to participate in a large, standardized internship at a company such as American Airlines, Cottingham & Butler or Signature Aviation.

Generally, students are given one credit for every 50 hours of work logged for their internship. Credit is determined beforehand and the appropriate number of work hours are then logged. Students will generally work more hours than required for the credit to get a broader sense of what is involved at these companies. Some companies actually move the students from department to department to ensure they experience all different aspects of the business.

### **Summer Job Program:**

The Aviation Department does not have a specific summer job program distinct from the internship program. The internships may run each semester or during the summer. Generally, students intern at the airlines and larger FBO's and airports during the summer.

The Aviation Department has had students intern at American Airlines, Cottingham & Butler Insurance, Landmark Aviation, and Dubuque Regional Airport, among others, over the past year.

## **F. Placement Assistance**

Promoting field specific resources online such as Airline Job Finder, Best Aviation Jobs, Air Jobs Daily, and Aviation Nation.

Providing individual services and programming to enhance technical and soft skills to prepare for the internship and/or employment interview (ie., Professional Document Development, Mock Interview Program)

Promoting internship opportunities for academic and non-academic credit, with student internship sites such as: Aerospace Services International, Inc. – Chantilly, VA.; American Airlines – Dallas/Fort Worth Airport; American Airlines – O’Hare International Airport; American Eagle Airline – Dubuque, IA; Bombardier Flexjet - Warrenville, IL; Cottingham & Butler – Dubuque, IA; Crow Executive Air – Millbury, OH; Dane County Regional Airport –Madison, WI; Denver International Airport; Dubuque Regional Airport; Experimental Aircraft Association – Oshkosh, WI; Global Aviation Resources – West Des Moines, IA; Greater Rockford Airport – Rockford, IL; Metropolitan Airport – Moline, IL; Monticello Aviation, Inc – Monticello, IA; Sierra West Airlines – Oakdale, CA; Southwest Airlines – Dallas, TX; and Springfield Airport Authority – Springfield, IL.

Any UD faculty, instructor or administration is always open to any and all employers and students seeking placements.

UD’s Career Services and Aviation/Flight Operations Department consulted with four pathway/pipeline programs during the 2012-2013 academic year. In an effort to increase the transitions to employment opportunities within the airlines, these consultations were to encourage currently enrolled UD students to actively participate with the airlines and become part of their in-house recruiting pool upon graduation.

Promoting shared industry information, to include internship and employment opportunities for students and alumni.

The University of Dubuque has entered into pathway/pipeline agreements with several regional airlines and has placed their requirements and information on the UD website; the airlines also place UD on their website.

## **G. Student/Industry Interaction**

The aviation department actively seeks opportunities for aviation students to interact with industry professionals. In that effort, and in addition to the opportunities provided by the aviation managed student organizations listed above, individual faculty and staff engage industry professionals in speaking to students or arrange tours of aviation industry facilities.

### ***Aviation Student Organizations:***

Alpha Eta Rho: Students participate in the annual AHP national conference where they have the opportunity to interact with students from other institutions as well as industry leaders. The organization has also organized a number of tours of different facilities and aviation-related organizations such as Midway Airport and ATC facilities in Chicago.

Flight Team: Students participate in local, regional, and national NIFA competitions where they have the opportunity to interact with students from other institutions, as well as industry leaders.

### **Women in Aviation:**

Students participate in the annual WIA International Conference where they have the opportunity to interact with students from other institutions as well as industry leaders. The organization has also organized a number of tours of different facilities and aviation-related organizations such as O'Hare Airport and ATC facilities in Chicago.

### **Academic or Course related interaction:**

AVI 322 - Aviation Human Capital and Employee Management: In the spring semesters of 2013 and 2014, approximately 24 students participate in an all-day mock collective bargaining exercise for this class. The exercise is conducted in conjunction with students from Loras College (non-aviation students) and is sponsored by the City of Dubuque Area Labor-Management Council. In the spring of 2013, we also had two Federal mediators from Illinois and Iowa participate in the event. Both of these mediators presented during regular class periods.

AVI 344 - Corporate Aviation: Every fall semester, students tour, and meet individuals working at, the John Deere aviation facility in the Quad Cities. Approximately 10-15 students participate in this every semester. In addition, a number of guest speakers are brought into the classroom. In the fall of 2013, Matt Wall, an UD alumni, guest lectured in this class. The class assignment involved two local corporate aviation companies. Students were required to review and/or write an operations manual for one company and a safety manual for another. The students were required to interact with pilots from both companies on a regular basis throughout the semester in order to complete this assignment.

AVI 348 - Fixed Base Operations: Every spring semester, students are taken on a tour and meet with individuals at Elliott Aviation FBO in the Quad Cities. Approximately 10-15 students participate.

AVI 445 - International Airline Management: For the spring 2013 and 2014 semesters, approximately 5-8 students participated in a two-day tour of the airline operations and airport facilities of American Airlines in Dallas, Tx, and United Airlines in Chicago, IL.

AVI 447 - CRM: In the fall of 2013, Lisa Peasley from Delta Air Lines (MD-88 Pilot) and Cameron Fast from Atlas Airlines (747-400 pilot) guest lectured.

AVI 495 - Aviation Senior Seminar: Every semester an Alumni is invited into the classroom to address student concerns about graduation, career goals, and the job search process. In the spring of 2013, Chris and Amy Page from the Cedar Rapids Airport and the Quad Cities ATC guest lectured. In the fall of 2013, Matt Wall from POS Aviation guest lectured. In the spring of 2014, the guest lecture had to cancel due to unforeseen circumstances.

AVI 496 – Washington D.C. Seminar: Every J-term, students are given the opportunity to participate in the University Aviation Association (UAA) sponsored seminar to Washington D.C. Students get an opportunity to interact and learn from peers and faculty from other institutions, as well as industry trade organizations and federal policy makers.

Aviation Safety Meetings: Each semester, the department engages guest speakers to present at safety meetings. For the 2013/14 academic year, the department invited Bob Dontje, a pilot for JAARS, and Heidi Kim from the Human Factors department at Rockwell Collins.



## **SECTION XI: CONTINUOUS ASSESSMENT AND IMPROVEMENT**

(AABI 201: Criteria 2.10, 3.10 & 4.10)

## **A. Students**

The University of Dubuque collects data for students on a continuous basis. Student numbers for enrollment are predicated on the 10<sup>th</sup> day of the semester.

Assessments are done on an annual basis. Data is collected from various sources including Admissions, the Registrar, Institutional Research, the Office of Institutional Advancement, the Office of the Vice President for Academic Affairs, and the Office of Student Life, as well as Aviation Department faculty and staff. Assessments are done for placement, retention, graduation rates, and admissions.

Action plans are discussed during department meetings and may include other department personnel, such as the Vice President for Academic Affairs, admission representatives, student life personnel, institutional advancement personnel, institutional research personnel, and the Office of Registrar, as well as other administrative personnel.

The Aviation Department supports the UD mission as adopted by the Board of Trustees mission and the admission policies that result. Selecting key evidence is a coordinated activity utilizing performance information provided by the Bridge Program Director. Additionally, close coordination occurs with the Director of the TRIO program and the Academic Support Center (ASC) to ensure quality student progress.

## **B. Program Mission and Educational Goals**

The University of Dubuque collects data for educational goals on a continuous basis. Rolling assessments are done continuously. Each educational goal has a specific action plan based on the annual review.

Information is gathered from faculty, students, alumni, administration, industry advisory board, HLC, and AABI accreditation functions to inform assessments.

Formal review of the mission and educational goals occurs during periods after the Board of Trustees validates or redefines the UD Mission-Vision-Action plan.

Faculty have input in the Mission-Vision-Action plan, which is scheduled to be reviewed in spring 2015. Key evidence is identified in Section III.

Action plans are discussed during department meetings and may include other department personnel, such as Vice President for Academic Affairs, admission representatives, student life personnel, institutional advancement personnel, institutional research personnel, or the Office of Registrar, as well as other administrative personnel.

Alternate teaching methods, alternate assignments, alternate objectives, or other variables are discussed to provide the best plan going forward to address the shortcomings. All assessments are reviewed for effectiveness and scheduled for additional assessments based on findings.

## **C. Student Learning Outcomes**

The University of Dubuque collects data for Student Learning Outcomes on a continuous basis. Rolling assessments are done on a continuous basis. Each Student Learning Outcome has a specific action plan based on the annual review process.

Section IV identifies signature data where information is introduced, reinforced, and mastered. Timelines and responsible parties have been identified.

See Section IV for additional details.

Assessment and improvement plans are discussed and created during department meetings and may include other campus or department personnel, as well as other administrative personnel.

Alternate teaching methods, alternate assignments, alternate objectives, or other variables are discussed to provide the best plan going forward to address the shortcomings. All assessments are reviewed for effectiveness and scheduled for additional assessments based on findings.

## **D. Curriculum**

The University of Dubuque collects data for Student Learning Outcomes on a continuous basis. Rolling assessments are done on a continuous basis. Each Student Learning Outcome has a specific action plan based on the annual review.

Data is collected from various sources, including faculty, flight instructors, and staff. Assessments are done for each shortcoming identified.

Action plans for improvements are individually-tailored for objective shortcomings. Action plans are discussed and created during department meetings and may include other campus or department personnel, as well as other administrative personnel.

Alternate teaching methods, alternate assignments, alternate objectives, or other variables are discussed to provide the best plan going forward to address the shortcomings. All assessments are reviewed for effectiveness and scheduled for alternative assessments based on findings.

## **E. Faculty and Staff**

The University of Dubuque collects data for faculty and on a continuous basis. Rolling assessments are also done on a continuous basis.

Each faculty and staff has an annual review. Each faculty member is visited by the Vice President for Academic Affairs in their first year of teaching. Faculty members are also visited in the classroom on an annual basis by the department chair. Faculty members are encouraged to use peer review and critiquing of various classes taught. Faculty is also reviewed by student evaluations on annual basis. Each course and faculty is surveyed for many points of effectiveness.

These evaluations are shared with the department chair, the Vice President for Academic Affairs, and the individual faculty member themselves. If a faculty is found to be deficient in some manner, each faculty has a specific action plan based on the annual review.

Data is also collected from various sources, including Faculty, Flight Instructors, and staff for objective and subjective effectiveness. Action plans for improvements are individually tailored for faculty shortcomings. Action plans are discussed and created during individual one-on-one meetings with the department chair or Vice President for Academic Affairs.

Alternative teaching methods, assignments, and objectives, or other variables, are discussed to provide the best plan going forward to address the shortcomings. All faculty action plans are reviewed for effectiveness and scheduled for alternative assessments based on findings.

## **F. Facilities, Equipment, and Services**

Equipment, facilities, and services are all reviewed for usefulness, currency, and desired replacements or upgrades . UD maintenance and engineering is responsible for routine maintenance and repairs. Work orders and invoices are utilized for tracking and recordkeeping.

The department chair, along with the UD administration and UD Board of Trustees, are kept updated regarding long-term infrastructure needs. Plans are generated with the advice of appropriate experts such as engineers, architects, computer information specialists, or others.

As the Department chair cites the need for updates or changes, the chair will then approach the appropriate UD administrative official. If deemed appropriate, the cited need will be placed on the agenda of the Board of Trustees. The board has final approval for major improvements as well as budgeting for that agenda item. Continuous review and analysis is done to assure effectiveness of all program-desired outcomes.

## **G. Institutional Structure and Support**

Timeline (schedule) of assessments— Each August during faculty meetings, departments are expected to meet and discuss the previous year’s assessment plan for their department, analyze the data, and report on the results. At this same time, the departments are to use these results and create the assessment plan for the upcoming year. They may continue with the previous year’s plan if it is still relevant or make any edits/updates to the plan as they see fit to ensure they are continually improving the program.

What, how, and from whom data are collected — Each department assigns a person responsible to implement the measures and gather the results for each assessed outcome; although many times this is a group effort, one person is assigned the responsibility of ensuring that the measures are in place and that the data is gathered for analysis at the faculty meetings.

How assessment results are used and by whom to document successes and shortcomings — In addition to the assessment report for the previous year and the assessment plan for the upcoming year, the departments are each provided a worksheet which asks questions pertaining to the effectiveness of their plans. This worksheet challenges the departments to critically analyze whether the measures they have in place are truly leading to the outcomes chosen for their students asks the department to highlight the successes and how they will continue them;; and requires the department to identify its shortcomings and what it will do differently to address them.

How plans are established to address shortcomings — through the assessment process each August, departments are expected to put a plan together to address any shortcomings. With the use of the assessment worksheet, the department is asked to determine the root of the shortcoming and how it intends to improve over the following year.

How the assessment results are used to improve program effectiveness — The assessment process is continually analyzed to ensure that the information collected is valuable data in each department’s efforts to continually improve program effectiveness. The use of department meetings during established faculty meeting week ensures that everyone in each department is involved in the assessment process and understands the value it provides to continuous improvement. The plans, reports, and worksheets have been developed with the sole purpose of helping departments use their assessment results in planning for continual improvement.



## H. Aviation Safety Culture and Program

The UD aviation program has a designated safety officer who is charged with data collection, data dissemination, and evaluation of all available information. Students must attend mandatory safety meetings that are scheduled each semester. An annual standardization meeting is required for all flight instructors and faculty. Anonymous reporting is used to collect potential safety concerns. All flight instructors are charged with being vigilant with any safety concerns. The curriculum requires an aviation safety course (AVI 349), an aviation ethics and safety course (AVI 145), and an aviation human factors course (AVI 434) for degrees in Aviation Management and Flight Operations. These classes are currently implementing an audit and information distribution portion to the class that will augment safety as well as communicate issues to the faculty and staff on a regular basis. A newsletter will be created and organized by students within the class. Continuous review and analysis is done to assure effectiveness of all program safety outcomes.

Meetings are scheduled to review the data collected through safety reports a minimum of once a semester. Additional meetings are scheduled as needed.

Any incident that a person may feel is unsafe, whether it is ground ops, in the air, or on the aviation shuttle driving to and from campus can be reported via the Safety Reporting Form, verbal communication, or electronically by anyone who witnesses the unsafe action. This includes students, instructors, University faculty or staff, ATC, and community members.

The results are documented by the Safety Manager and shared primarily with the Department Chair, Chief Flight Instructor, and the Maintenance Manager. For resolutions as necessary, the information is used to determine if the Aviation Program is getting the desired results from any recent changes that may have been made or if there are any areas which need improvement.

After an area is identified as needing improvement, key staff members and/or faculty members are gathered to find solutions in order to improve the program. Many of the employees of the aviation department have a wide variety of outside experience that helps when a solution is needed.

The assessment results are helpful in identifying areas that need improvement and in being able to address issues before they become a problem. The results can be passed on to instructors and students so they can also be aware of areas that need to be addressed and be more intentional in that specific area.

## **I. Relations with Industry**

Relations with industry are addressed via several means. An annual Academic Advisory board meeting is held to obtain resolutions from members regarding specific questions and concerns composed during the course of the previous year. The advisory board is asked for input on most all current or relevant topics. An update is given regarding program changes and modifications being contemplated due to regulatory, economic, or demographic changes encountered.

In addition, each course reviews guest speakers and other industry involvement on an annual basis. Guest speakers for safety meetings are also reviewed prior to every meeting.

Continuous review and analysis is done to assure effectiveness of all program desired outcomes.

## **SECTION XII: APPENDICES**

## **APPENDIX A: FACULTY CURRICULUM VITAE OR RÉSUMÉS**

Faculty Curriculum Vitae and Resumes have been uploaded to the “Aviation ABBI Self-Study” page on the Moodle Website (<http://udonline.dbq.edu/course/view.php?id=1281>). Copies will also be provided to the visiting team on a USB flash-drive.

Instructions on accessing the “Aviation ABBI Self-Study” page on the Moodle website are outlined in Appendix F.

## **APPENDIX B: AVIATION COURSE OUTLINES/SYLLABI**

All Aviation Course Syllabi have been uploaded to the “Aviation ABBI Self-Study” page on the Moodle Website (<http://udonline.dbq.edu/course/view.php?id=1281>). Copies will also be provided to the visiting team on a USB flash-drive.

Instructions on accessing the “Aviation ABBI Self-Study” page on the Moodle website are outlined in Appendix F.

## APPENDIX C: PRINCIPLE FORMS

Principle forms are available on the following webpages and are open to all students, faculty, and staff at the University. Aviation-related forms are available to all aviation faculty and flight operations staff on the shared drive.

The following is not an exhaustive list of all the forms available online.

Registrar's Office Forms: <http://www.dbq.edu/academics/registrar/forms/>

Human Resource Forms: <http://www.dbq.edu/aboutud/employment/hrforms/>

Financial Aid Forms: <http://www.dbq.edu/admission/financialaid/financialaidforms/>

## APPENDIX D: REPORT OF WEAKNESSES BY PREVIOUS VISITING TEAM

The full report of the visiting team from 2010 has been uploaded to the “Aviation ABBI Self-Study” page on the Moodle Website (<http://udonline.dbq.edu/course/view.php?id=1281>). Copies will also be provided to the visiting team on a USB flash-drive.

Instructions on accessing the “Aviation ABBI Self-Study” page on the Moodle website are outlined in Appendix F.

The following is the Summary (Section XI) from the 2010 Final Report of the Accreditation Team’s visit.

### **STRENGTHS:**

1. Aviation students are focused, mature and disciplined.
2. University officials hold Aviation students in high regard.
3. Students are actively engaged in all aspects of campus life and Aviation organizations.
4. The Department mission statement and program objectives are consistent with the University mission and integrated with University Core Student Learning Outcomes.
5. The program curricula and processes are well-designed to achieve the Departmental mission and objectives.
6. A system of ongoing assessment is documented and well-integrated with University-wide assessment processes.
7. Outcomes specified for each program are consistent with and mapped to AABI General Outcomes.
8. UD Program outcomes are mapped to specific courses in each program where outcomes will be met.
9. Plan and processes for ongoing assessment are well-described, including indication of timelines, what, how, and from whom data is collected, and the use of assessment results to document successes and shortcomings, to make plans to address shortcomings, and to improve programs.
10. Outcomes in all areas are appropriate to program and consistent with University mission and objectives.
11. Strong professional programs with liberal arts foundation.
12. Flexible and robust programs that prepare students well for careers in aviation as professional pilots and managers.
13. Programs developed and updated with advice from Aviation Advisory Board and other industry professionals.
14. Well-prepared and experienced faculty and staff highly regarded by students and University officials.
15. Salaries, resources and professional development are consistent with other University programs.
16. Faculty actively involved across the University and industry.
17. Quality physical plant with well-equipped classrooms.
18. Excellent training fleet and student-aircraft ratio.
19. Warm and welcoming library atmosphere, well resourced and student oriented.
20. Exceptional student services, very well-focused and integrated with Aviation student needs.
21. Excellent and enthusiastic support for aviation programs throughout University
22. Well motivated and highly qualified leadership within the Aviation Department
23. Long history of institutional support for aviation programs
24. Active Aviation Safety Program.
25. Pro-active culture beginning with all new students.
26. Diverse membership of Aviation Advisory Board.
27. Strong industry support of programs and students.
28. Active internship and co-op programs.

**WEAKNESSES:**

1. Evidence of achievement of program objectives is inconsistent and not well integrated into a meaningful overall summary of findings for each program.
2. Specific measures for the application of assessment data for planning and implementing changes for program improvement are not evident.
3. Evidence of achievement of program outcomes was inconsistent and difficult to verify by the team using the UD Livetext system.
4. Service, parts, and support for Trinidad aircraft
5. Lack of appropriate pre/post briefing areas

**SUGGESTIONS:**

None

**RECOMMENDATIONS:**

1. Organize and compile evidence of achievement of program objectives to clearly document achievement of each program objective for each program (AABI Criterion 2.2, Program Educational Objectives).
2. Document evidence of specific measures for the application of assessment data for planning and implementing changes for program improvement (AABI Criterion 2.2, Program Educational Objectives).
3. Collect and organize evidence of achievement of program outcomes to clearly document achievement of each outcome for each program (AABI Criterion 2.3, General Outcomes).
4. Clearly document evidence of specific measures of assessment data for planning and implementing changes for program improvement (AABI Criterion 2.3, General Outcomes).



## APPENDIX E: EVIDENCE OF COMPLIANCE WITH POLICY 3.4.2

### **OBJECTIVES:**

Objectives and goals for the Aviation Department are listed in the University Catalog. The 2014/15 catalog, as well as previous academic year catalogs, is available on the Registrar's page of the University of Dubuque Website: <http://www.dbq.edu/academics/registrar/academiccatalog/>

The objectives and goals of the Aviation Department can also be found on the Aviation Department webpage: <http://www.dbq.edu/academics/officeofacademicaffairs/academicdepartments/aviation/>

### **MISSION:**

The mission of the Aviation Department is listed in the University Catalog. The 2014/15 catalog, as well as previous academic years catalogs, is available on the Registrar's page of the University of Dubuque Website: <http://www.dbq.edu/academics/registrar/academiccatalog/>

The mission of the Aviation Department can also be found on the Aviation Department webpage: <http://www.dbq.edu/academics/officeofacademicaffairs/academicdepartments/aviation/>

### **ACCREDITATION & ASSESSMENT:**

Accreditation and assessment information for the Aviation Department is available on the Aviation Department webpage: <http://www.dbq.edu/academics/officeofacademicaffairs/academicdepartments/aviation/accreditationevidence>

## APPENDIX F: ACCESSING EVIDENCE AND OTHER RELATED DOCUMENTS

All content available for the AABI visiting team may be accessed through the University's Learning Management System, Moodle. Steps listed below will give you access to all necessary information:

**Step 1.** Type the following into your web browser (or click on the link):

<http://udonline.dbq.edu/course/view.php?id=1281>

**Step 2.** Click on the button “log in as a guest”

**Step 3.** Enter the following password and click “submit” (password is case sensitive): **teamAABI2015**