SPECIALIZED ACCREDITATION by the Aviation Accreditation Board International (AABI)

Accreditation through the Aviation Accreditation Board International (AABI) is of utmost importance to the University of Oklahoma and to each and every stakeholder. Program accreditation by AABI demonstrates continuously that our program meets a defined set of general education and aviation core standards that not all collegiate aviation programs can meet. The relatives of our students and potential students, along with our current students and prospective students, along with our graduates are proud to know that The University of Oklahoma has been a education member of AABI for over 17 years and is proud to be a contributing member to AABI and aviation specialized accreditation through the only collegiate aviation accrediting body in the world (AABI). AABI is recognized and accredited through CHEA, the Council of Higher Education Accreditation.

What is the Aviation Accreditation Board International?

The Aviation Department’s Bachelor of Science four concentration programs are accredited by the specialized accreditor Aviation Accreditation Board International (AABI) of which OU is an educational member. The Aviation Accreditation Board International (AABI) is a nonprofit 501 © (3) organization that meets twice a year and sets standards for all aerospace programs taught in colleges and universities around the United States and around the world.

Designed by educators, industry and the FAA, AABI oversees the quality of aviation education courses submitted by member institutions. Programs that meet AABI standards are accredited for a five-year period.

Members of AABI are educators, customers, employees, regulators, manufacturers, research firms, and advocates. Ultimately, they are the people who teach and hire aspiring aviation industry professionals and are wholly invested and interested in raising higher education standards to those necessary for today’s graduates entering the aviation professions.
What is Accreditation?

Accreditation ensures that professional programs achieve and maintain a level of performance, integrity, and quality that entitles them to the confidence of the educational community and public they serve.

In the United States this recognition is extended primarily through non-governmental, voluntary, institutional, or professional associations. These groups establish criteria for accreditation which member institutions ensure programs accommodate the associations prescribed criteria within their educational programs. AT the University of Oklahoma Department of Aviation we follow a yearly assessment plan which provides a process for continuous improvement based upon measuring many facets of the overall program to include: Curriculum, facilities, industry relations, student involvement, activity and outcomes, research, to name a few of the areas. The goal is to have continuous spiral-up assessment in that like in Total Quality Management (TQM) inputs are taken from many key processes and internal and external stakeholders so as to continually improve the program for the core stakeholders – our students.

Accreditation, which applies to institutions or programs, is distinguished from certification and licensure, which apply to individuals. Although accreditation is basically a private, voluntary process, accrediting decisions are used as a consideration in many formal actions by governmental funding agencies, scholarship commissions, foundations, employers, counselors, and potential students.

Accrediting bodies have, therefore, come to be viewed as quasi-public entities with important responsibilities to the many groups who interact with the educational community.

Generally there is two types of accreditation:

Institutional accreditation is granted by regional and national accrediting commissions of schools and colleges, which collectively serve most of the institutions chartered or licensed in the United States. These commissions and associations accredit the institution as a whole.

Specialized accreditation of professional and occupational schools and programs is granted by commissions on accreditation established by national professional organizations.

Each of these groups has its own distinct definition of eligibility, criteria for accreditation, and operating procedures. However, all have undertaken accreditation activities primarily to ensure that the members of the profession or occupation have received the highest level of educational preparation possible.

The Aviation Accreditation Board International (AABI) is a specialized accrediting organization comprised of representatives from all segments of the aviation field

More information on AABI can be found at the website:
Who Benefits from the Membership of AABI?

- Participate in the improvement of America's aviation education infrastructure
- Network with representatives from every aspect of the aviation industry and develop important new contacts for programs faculty and students
- Provide and collect valuable feedback through AABI contacts
- Enhances graduates marketability
- Gain greater industry insight and develop an expertise in aviation career planning
- Offers students clearer paths to their career goals
- Improve opportunities for scholarships
- Build stakeholders confidence

AABI Accreditation Process:

1. The institution must be a member of AABI to be eligible for accreditation – The University of Oklahoma has been a member for 17 years (2014)
2. The institution submits an application for reaffirmation of their programs every 5 years.
3. Accreditation Committee Chair determines the institution's status (full self-study, additional information required, or denied).
4. The institution completes a yearlong self-study to measure it’s outcomes towards meeting established AABI program criteria.
5. The AABI Accreditation Committee reviews the self-study.
6. The program receives a site visit from a team of AABI industry and educator members to validate the self-study and note program’s strengths and weaknesses (areas of possible improvement or make Recommendations if findings find the program is not meeting AABI criteria measures.
7. The institution receives / reviews the report and must address any AABI recommendations
8. The AABI Accreditation Committee recommends program status to the full board of trustees of AABI who then passes judgment on accreditation of institutional aviation programs for a period of five years. Programs continue the process every five years for reaffirmation.

The OU Assessment Process

The measures for program assessment employed by the department are new graduate surveys, internship evaluation surveys from employers, alumni surveys, Industry, Faculty and Student Advisory Board inputs, Mock Interview assessments, Safety Committee inputs through our integrated aviation SMS program, annual faculty outcomes assessments of each course, student eValuate assessments of each course; CFR 14 Part 141 and 61 stage check evaluations, FAA practical examination results, FAA Computer Knowledge examination scores, FAA Primary Operations Inspector and Maintenance Operations Inspectors feedback; flight student feedback post certification surveys, annual SMS climate assessment student survey, and program
outcomes assessments for each program (Professional Pilot, Aviation Management Flying; Aviation Management Non Flying and Air Traffic Management).

Many of the processes and measures listed above for program assessments have aided in making improvements to our program facilities, curriculum, instruction, processes and procedures in all four of our program concentrations. The measures derived from internship employer evaluations, student and faculty feedback, alumni feedback, External Advisory Board recommendations, and industry feedback (through close association with aviation associations to include AABI and University Aviation Association have all contributed to curriculum and program changes. Also, modifications and enhancements of the flight FAA Training Course Outlines (TCOs) have taken place on a regular basis through inputs from our assessment processes (FAA written, FAA practical (flight) weak area trend analysis). The annual faculty outcomes assessments, new graduate surveys, and student evaluations of each course have helped to make changes within most course syllabi. Our interactive, proactive SMS program has yielded numerous positive, proactive measures to adjust policies, procedures and use of lab equipment. With the positive, proactive promotion all aviation students are a part of the OU SMS program and have heightened awareness of the role they play in our organizations commitment to operational excellence with risk mitigation. At least once a year the faculty advisory board will conduct an outcomes assessments presentation for each concentration program for all faculty and instructors so we can compare and analyze data which relates to our Program Educational Goals.

Some examples of tangible “closing the assessment loop” from assessment to improve the program for our students:

- Added 8,000 square feet – two new classroom areas and one new simulation center (2012, 2013)
- Brought on a modern FAA equivalent FAA Tower cab simulator for tower operations simulation thus bringing our ATC program up to offering all phases of ATC simulation (2012). Opened up Aviation simulation center (late 2013) on north campus and consolidated all aviation simulation equipment (Tower cab simulator; Enroute ATC simulator; FAA flight sim (AATD) into the complex. Extremely popular with all students taking flight and ATC simulation events.
- Increase number of faculty
- Bolstered aviation management courses
- Added an Introduction to UAS course
- Added an Aviation Orientation course to help students jump start their understanding about aviation professions and the interrelationships among the aviation professions and finally to help them more quickly assimilate to the department of aviation, airport and OU learning environment.
- Added new student reading areas and study areas with additional private pre and post flight debrief rooms/areas for study and FAA evaluations
- Boosted Wi-fi to all aviation buildings
- Incorporated EFB (electronic flight bag) instruction and options to use EFB in all flight courses beyond private pilot
• Continued student advocacy for Green Initiatives through student clubs – OU continuous bus service to airport every hour on the hour for 13 hours each day from 7 AM to 8:30 PM
• Students sit and serve on the SMS committee which meets monthly – numerous process and procedural improvements have been overseen and even suggested by students. One was to replace the tie down rope system with tie down straps to reduce FOD.
• CFI’s can directly measure SMS knowledge through individual use of the online (aviation website) safety corner monthly discussion article
• Continuing on our SMS and Risk Management journey – students suggested and department agreed that all OU aviation flights should complete the risk management assessment before each flight and attach it to each flights weight and balance. Critical step in the maturation of the individual PIC responsibly towards single pilot CRM and crew CMR within the confines of SMS and departmental SOPs.
• Students initiative to create a Sooner Chapter of the Air Traffic Control Association to couple with already OU student organizational groups of AAAE, Sooner Aviation Club and NIFA flight team.
• Student initiative to suggest better signage for north campus/airport buildings (specifically the 5 used by the Department of Aviation). This proposal is “in progress”
• The departmental 24/7 suggestion box is always available to students, faculty and instructors, and staff. We have had several good suggestions come via this simple but highly effective and important process/tool to collect good ideas from all of our stakeholders – truly ensuring that the program is “our stakeholders program”
• Student internship surveys are used to improve the internship program
• To improve student communication of departmental advising and happenings the student advisory board and faculty/instructor board together with advising and staff developed the weekly Monday AM “E” blast. Essentially an electronic bulletin board of key events and information on scholarships, internships, and aviation club and aviation association happenings.
• Embracing social media the department hosts a facebook page to post recent student accomplishments and make announcements to help communicate and inform.
• Our annual climate safety assessment survey typically has over a 70% reply of flyers response rate and outcomes reflect a very positive safety culture of awareness and attitudes towards safety, risk mitigation and reporting.
• Continually enhanced outreach aviation education efforts through the department’s Sooner Flight Academy providing opportunities for aviation students to teach within the program. Program reaches over 7,000 K – 12th grade students annually – thus doing our part to help ensure future talent considers aviation as a valid career choice.
• With help from advisory boards became the first public university in the nation to sign the Pilot pipeline agreement with Envoy Airlines (then American Eagle) (Summer 2013)
• Listed below is the known employment distribution for The University of Oklahoma Department of Aviation for the past three years (Spring 2011 through Fall 2013) by area of major concentration:

Key Metrics (Measures) of Student Assessment
End of Semester
OU eValuate
Metrics
2010 – 2014
Anonymous Inputs
Airport Facilities are Conducive to Learning
Airplanes are conducive to Learning - Dept
Training Facilities & Classrooms are conducive to Learning
Advising is Effective

![Graph showing advising effectiveness from fall 10 to fall 14 with a slight upward trend. The x-axis represents semesters (fall 10, spg 11, fall 11, spg 12, fall 12, spg 13, fall 13, spg 14, fall 14) and the y-axis represents effectiveness ratings.]
Office Staff Helpful / Effective

![Graph showing the helpfulness and effectiveness of office staff over time. The x-axis represents years from fall 2010 to fall 2014, and the y-axis represents a scale from 0 to 5. The line graph shows a consistent score around 4.5, with minor fluctuations over the years.](image-url)
Instructors Clearly Communicate Expectations for entry into the Aviation Industry
Training Facilities & Classrooms are conducive to Learning
Instructors Use Effective Teaching Methods

![Graph showing trends over semesters]

- Fall 10
- Spring 11
- Fall 11
- Spring 12
- Fall 12
- Spring 13
- Fall 13
- Spring 14
- Fall 14

**Dept**
Instructor is Consistently Well Prepared and Organized
Instructor is Available Outside of Class
BS Degree is Preparing me for a Position in Aviation
Total Student Survey Inputs

Inputs

spr 11  fall 11  sprg 12  fall 12  sprg 13  fall 13  sprg 14  fall 14
Assessment / Accreditation Calendar

2014

- Submitted AABI Self Study (October)
- OU Annual Report (Sept)

2015

- AABI Team Visit  (Feb/Mar)
- Board Members invited to Sunday Reception
  * AABI - 5 year accreditation - reaffirmation
- OU Annual Report (Sept)
Department Safety Management System (SMS)

- 45 stakeholder reports since last board meeting
- All items closed out or working

- Session with Tinker AFB Flight Safety Office and Pilots’
- OKC TRACON always at our meetings
- Visited local / city airports

FAA Accolades!
- Two Year Flight School Certificate Renewal
  - POI stated “outstanding, straight forward program – leading the way!”

- UAS FAA inspector
  - “Has the right sight picture on Risk Management – excellent promotion!”

Fly, Control and Manage Like a Champion!
Fly, Control and Manage
Like a Champion!

Next Board Meeting: Tues, April 14, 2015
Annual Aviation Banquet @ OMU Same Day
• As a OU student and alum you can be proud of OU’s 17 years as educational member of AABI!
Listed below is the known employment distribution for The University of Oklahoma Department of Aviation from 2011-2014 by area of major concentration:

### 2011 – 2014 Employment By Concentration Area:

#### Professional Pilot

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Flight Instructor</td>
<td>3</td>
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<tr>
<td>Corporate Pilot</td>
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</tr>
<tr>
<td>Airline Pilot</td>
<td>13</td>
</tr>
<tr>
<td>Military Pilot</td>
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</tr>
<tr>
<td>Airport Management</td>
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<tr>
<td>Other Aviation Employment</td>
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<tr>
<td>Non-Aviation Field</td>
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<tr>
<td>Graduate School/Additional Undergraduate</td>
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<tr>
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#### Aviation Management—Flying Option

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<th>Position</th>
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<tbody>
<tr>
<td>Flight Instructor</td>
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<tr>
<td>Military Pilot</td>
<td>5</td>
</tr>
<tr>
<td>Military</td>
<td>3</td>
</tr>
<tr>
<td>Airline Pilot</td>
<td>2</td>
</tr>
<tr>
<td>Corporate Aviation Pilot</td>
<td>3</td>
</tr>
<tr>
<td>Corporate Aviation</td>
<td>2</td>
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<td>Airport Management</td>
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<td>Non-Aviation Field</td>
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<tr>
<td>Graduate School/Additional Undergraduate</td>
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<tr>
<td>Aviation Maintenance</td>
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#### Aviation Management—Non-Flying Option

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<td>Corporate Aviation</td>
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<tr>
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<tr>
<td>Graduate School/Additional Undergraduate</td>
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### Air Traffic Management Option

<table>
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<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Military</td>
<td>1</td>
</tr>
<tr>
<td>Corporate Aviation</td>
<td>2</td>
</tr>
<tr>
<td>Other Aviation Employment</td>
<td>5</td>
</tr>
<tr>
<td>Non-Aviation Field</td>
<td>4</td>
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<tr>
<td>Graduate School/Additional Undergraduate</td>
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<tr>
<td>Aviation Maintenance</td>
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<tr>
<td>Unknown</td>
<td>23</td>
</tr>
</tbody>
</table>
The Aviation Department Program Educational Objectives and Program Outcomes Assessment process. The main components of this process are the information collected (i.e., Assessment), how the information is processed (Reporting), and how the information is used to demonstrate desired outcomes and continually improve the process itself (Review and Feedback).
Academic Assessment

Every year, each degree-granting program at the University of Oklahoma conducts assessment of student learning, evaluates the results, and uses this information to improve the student learning experience. The contacts for this area for the Department of Aviation is Dr. Todd Hubbard and Shelly Ainsworth.

The University’s Academic Program Review

Every degree-granting program at the University of Oklahoma goes through a peer-critiqued program review at least once every 6 years, using internal and external feedback to improve the quality and rigor of the academic degree program(s). The primary contact for this area for the Department of Aviation is Dr. Todd Hubbard and Shelly Ainsworth.

Master Course Outlines (MCOs)

The University is moving towards implementing a standardized master course outline for all OU courses. The primary contact for this area is Dr. Todd Hubbard in the Department of Aviation.

Listed below is from our latest published Outcomes Assessment and states the student achievement as stated by new graduate surveys: