



**WESTMINSTER**  
SALT LAKE CITY • UTAH

# 2016 AABI Winter Meeting

## Institutional Workshop on Assessments

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How to get your students to do  
much of your assessment work.  
(Portfolios)

How to get faculty to provide you  
with information needed for your  
self-study report. (Questionnaire)



# Closing the Loop

Establish learning outcomes.

Create rubrics to measure learning outcomes.

Measure outcomes.

Make adjustments based on results.

*\*Create a mechanism to allow for students to master all learning outcomes before they graduate.*



# College-Wide Learning Goals

- Critical, analytical and integrative thinking
- Creative and reflective capacities
- Leadership, collaboration, and teamwork
- Writing and other communication skills
- Global consciousness, social responsibility, and ethical awareness

## CREATIVE AND REFLECTIVE CAPACITIES

Creativity includes a range of practices from across the disciplines. Artistic expression, innovation in business, and scientific experimentation would all fall under the heading of creativity. The creative process involves combining or synthesizing new ideas, practices, or expertise in original ways, and is characterized by a high degree of innovation, divergent thinking, and risk taking. The creative process includes acknowledging current practices in the field, pressing beyond them, and reflecting on the process itself in order to apply skills in new contexts.

CRITERIA	BEGINNING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
<b>ACQUIRING COMPETENCIES</b>	Begins one's own work by building on existing models or processes.	Identifies the strengths and weaknesses of existing models or process.	Evaluates the current process and product within one's own work.	Creates an entirely new object, solution or idea of value.
<b>EMBRACING CONTRADICTIONS</b>	Begins one's own work by building on existing alternate, potentially divergent or contradictory perspectives or ideas.	Synthesizes or integrates alternate, potentially divergent or contradictory perspectives or ideas.	Evaluates alternate, potentially divergent or contradictory perspectives or ideas within one's own work.	Creates an alternate, potentially divergent or contradictory perspective or idea.
<b>INNOVATIVE THINKING</b>	Begins one's own work by building on existing novel or unique ideas, questions, formats, or products.	Synthesizes novel or unique idea, question, format, or product.	Evaluates a novel or unique idea, question, format, or product within one's own work.	Creates a novel or unique idea, question, format, or product to create new knowledge.
<b>CONNECTING, SYNTHESIZING, and TRANSFORMING</b>	Begins one's own work by building on a variety existing ideas or solutions.	Synthesizes disparate ideas or solutions into a coherent whole.	Evaluates connections among disparate ideas or solutions within one's own work.	Transforms ideas or solutions into entirely new forms.
<b>REFLECTIVE PRACTICE</b>	Recognizes creativity as a process that requires self-evaluation and revision.	Identifies strengths and weaknesses by evaluating own creative process.	Intentionally revises work, informed by knowledge gained from each stage of the creative process.	Articulates creative process in diverse contexts, and applies to future learning.





**ADMISSIONS**

**ACADEMICS**

**CAMPUS LIFE**

**ATHLETICS**

**ABOUT US**

**RESOURCES**

**GIVING**

▶ **Aviation Home**

- Aviation Scholarships
- Aviation Management Program
- Flight Operations Program

▶ **Learning Goals**

- Our Curriculum
- Our Location
- Facilities & Driving Directions
- Our Fleet
- Finding A Flight School
- FAQs
- Introductory Flights
- Flight Training Costs
- Flying Options
- Early Start Program
- New Student Checklist
- High School Concurrent Enrollment
- Student Survey Results & Employment Info
- Aviation Accreditation
- Envoy Pipeline Program
- SkyWest Bridge Program
- Get To Know Us
- Aviation Events
- Simulation & Testing Center
- Internships & Career Opportunities
- Aviation Viewbook Online
- Course Catalog
- Admissions
- Request More Info
- Program Faculty
- Summer Camp



[Westminster Home](#) // [Academics](#) // [Undergraduate Programs](#) // [Aviation](#) // [Learning Goals](#)

## Learning Goals

### LEARNING GOALS & RUBRICS

Here are the grading rubrics for our flight operations learning outcomes.

- PROFESSIONALISM, CAREER PLANNING, AND CERTIFICATION
- AIRCRAFT DESIGN, PERFORMANCE, OPERATING CHARACTERISTICS, AND MAINTENANCE
- AVIATION SAFETY AND HUMAN FACTORS
- NATIONAL AND INTERNATIONAL AVIATION LAW, REGULATIONS, AND LABOR ISSUES
- AIRPORTS, AIRSPACE, AND AIR TRAFFIC CONTROL
- METEOROLOGY AND ENVIRONMENTAL ISSUES
- PILOT CERTIFICATION AND AIRCRAFT OPERATION

## AVIATION SAFETY AND HUMAN FACTORS - Flight Operations

Aviation professionals demonstrate consistent attention to safety by maintaining a working knowledge of safety practices, including CRM and risk management. As engaged members of their aviation organization, they support safety and effective decision making throughout the organization while contributing to a positive safety culture. These individuals foster the understanding that everyone in the organization knows that they support a strong safety culture. They place the highest priority on safety, and are never willing to compromise when safety is challenged with competing priorities. They not only actively seek the identification of hazardous conditions, but also analyze processes and the environment to identify and report potential safety related problems. Aviation professionals employ good aeronautical decision making practices which integrate an understanding of human factors and effective use of available resources.

CRITERIA	BEGINNING (1)	DEVELOPING (1)	ACCOMPLISHED (2)	EXEMPLARY (3)
<b>SAFETY PRACTICES</b>	<b>(Knowledge) Recognizes</b> safety as an important practice that requires self-evaluation and revision.	<b>(Comprehension) Identifies</b> strengths and weaknesses by evaluating personal safety practices. Selects personal minimums, but fails to apply them consistently to decision making processes	<b>(Application) Applies</b> safety practices and risk management in decision making processes. <b>Modifies</b> personal minimums and safety practices based on lessons learned during training experiences and scenarios.	<b>(Analysis) Relates</b> safety practices in diverse contexts, and applies to future learning and experiences.
<b>SAFETY MANAGEMENT SYSTEMS</b>	<b>(Knowledge) Recognizes</b> the importance of carefully following regulations and procedures. Relies primarily on experience and technology to increase safety.	<b>(Comprehension) Reviews</b> previous events, such as incidents and accidents. Periodically <b>reviews</b> safety reports with a reactive mindset, but experiences are rarely shared through safety reporting resources.	<b>(Application) Employs</b> the components and principles required to positively impact a safety culture. Understands the SMS process and is proactively involved in safe <b>practices</b> and sharing of information.	<b>(Analysis) Analyzes</b> system processes and environment to identify potential hazards or predict future problems. Shares information with the intention of creating change within the organization's safety culture and practices.
<b>HUMAN FACTORS</b>	<b>(Knowledge) Recognizes</b> communication as a key concept or role related to human factors. <b>Describes</b> the concepts of human dynamics and related safety implications.	<b>(Application) Interprets</b> the interactions between human, aircraft, systems, and technologies that enhance safety.	<b>(Analysis) Interprets</b> hazardous attitudes, and <b>relates</b> ADM models in the decision making process.	<b>(Evaluation) Pursues</b> continued training and education on human factors related issues. <b>Proposes</b> input on procedures that support safety-related operations.





# AABI a-k criterion

3.0	<b>AABI (Aviation Accreditation Board International) Criterion</b>
a.	apply mathematics, science, and applied sciences to aviation-related disciplines
b.	analyze and interpret data
c.	work effectively on multi-disciplinary and diverse teams
d.	make professional and ethical decisions
e.	communicate effectively, using both written and oral communication skills
f.	engage in and recognize the need for life-long learning
g.	assess contemporary issues
h.	use the techniques, skills, and modern technology necessary for professional practice
i.	assess the national and international aviation environment
j.	apply pertinent knowledge in identifying and solving problems
k.	apply knowledge of business sustainability to aviation issues





## My portfolio artifact (evidence)...

- Clearly shows mastery of goal
- Shows that I have met the goal
- Exists but is lacking in quality
- Does not exist

## How thoroughly did we cover this topic in our curriculum?

- Thoroughly covered—almost every class.
- Well-covered—the majority of my classes.
- Covered sufficiently.
- Covered minimally—only one or two classes.
- Not covered at all.



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HOME

RESUME

ACADEMIC PORTFOLIO

PROFESSIONAL PORTFOLIO

# ADAM R SAGERS



## **About my Portfolio:**

**Resume:** This is a brief history of my work experience and academic training including my career goals.

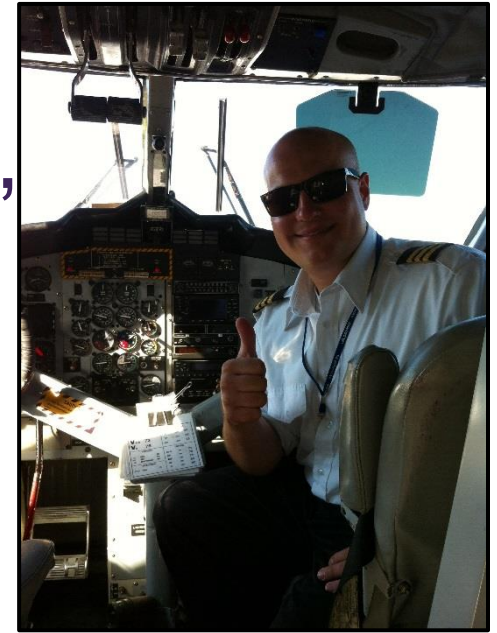
**Academic Portfolio:** This is a history of my academic training at Westminster College. I will be earning a BS in Aviation Operations including a minor in Aviation Management (Graduation Dec 2015).





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# Student: "What's in it for ME?"



Salt Lake City, Utah



# Questionnaire

Questionnaire for all aviation faculty members (to be completed at the end of every semester).

Semester & Year:

Name:

1. **Events:** Did your students participate in any events or activities outside of the classroom as a result of your directives? This could include things such as lectures, field trips, community events, workshops, etc.

If yes, please provide details including information about how many of your students participated.

2. **Guest Speakers:** Did you include any outside people to your class to assist in the delivery of course content or to supplement the course?

If yes, please provide name of speaker, topic, and date.

### Professional Development/Advancement

3. **Advanced Degrees and Advanced Certification\*:** Since the last time you completed this survey,