Pre-Visit Briefing on Assessment

Introduction: The AABI Visiting Team chair will arrange the **Pre-Visit Briefing on Assessment** at a date and time mutually agreed upon by the institutional POC, the AABI Visiting Team chair, the AABI president, and the AABI vice president of accreditation. The **Pre-Visit Briefing on Assessment** is part of the official AABI visit. It is the Visiting Team chair's responsibility to conduct the meeting, to invite other members of the Visiting Team if desired, and to report the information collected in Section XI (Continuous Assessment and Improvement) of the Visiting Team Report (AABI Form 209).

Timeframe: The AABI Visiting Team chair will schedule a four-hour block for the **Pre-Visit Briefing on Assessment.** Four hours is the maximum time; however, AABI does not expect a four-hour briefing. We expect the **Pre-Visit Briefing on Assessment** to be complete and expeditious, taking only as much time as necessary to demonstrate the assessment process.

Attendees from AABI: The Visiting Team chair, members of the Visiting Team assigned by the chair, the AABI president (or representative), and the AABI vice president of accreditation (and/or the associate chair of the Accreditation Committee) will attend.

Attendees from the Institution: The institution's assessment administrator, the college/school assessment administrator (if applicable), the Aviation unit's assessment administrator, and other persons responsible for assessment of the program(s) will attend.

Schedule for the Pre-Visit Briefing on Assessment: The institution's Point of Contact (POC) will arrange the schedule and timing for the briefing as follows:

1. **Institution Assessment Administrator**
    - Briefly describe the institution's assessment PLAN and PROCESS, as they relate to the program(s) for which the institution is seeking AABI accreditation/reaffirmation.
    - Discuss the institution's assessment reporting requirements, particularly for aviation programs (including GOALS).
    - Show EVIDENCE of reports from the Aviation program(s) to the institution, including the program's most recent assessment reports.
    - Explain how the institution ANALYZES the quality of the program(s') report and show evidence of feedback to the program(s) (e.g., proposals for CONTINUOUS IMPROVEMENT of the program).
    - If appropriate, discuss the primary tool(s) (including software) used for institutional assessment and continuous improvement. Please provide an example of its/their use.

2. **The College/School Assessment Administrator (if applicable)**
    - Describe and review the college/school's assessment PLAN and PROCESS, as they relate to the program(s) for which the institution is seeking AABI accreditation/reaffirmation.
    - Review and discuss the college/school's assessment reporting requirements, particularly for aviation programs (including GOALS).
    - Show EVIDENCE of reports from the Aviation program(s) to the college/school, including the program's most recent assessment reports.
    - Explain how the college/school ANALYZES the quality of the program(s') report and show evidence of feedback to the program(s) (e.g., proposals for CONTINUOUS IMPROVEMENT of the program).

3. **The Aviation Unit's Assessment Administrator/Persons Responsible for the Program(s)' Assessment.**
   - Describe the ASSESSMENT PLAN and PROCESS for each program being considered for accreditation/reaffirmation.
   - For each section (1-8 below), show the measurable GOAL(S) (with timelines, metrics, and responsibilities). For each section, select one goal. For that goal, show the EVIDENCE collected; show how that evidence was ANALYZED; and show the resulting PLANS FOR CONTINUOUS IMPROVEMENT.
   - The assessment plan and process should cover the following sections: (NOTE: *denotes the sections that require a separate briefing for each program).
     1) Students
     2) Program Educational Goals* (Show where the Program Educational Goals are published on the program's website. Show EVIDENCE that the Program Educational Goals of the program were reviewed by industry, faculty, and/or administration; show how proposed changes were ANALYZED; and give an example of how the process involved CONTINUOUS IMPROVEMENT of the program).
     3) Student Learning Outcomes* (show how the program establishes GOALS for the 1) AABI General Outcomes, 2) AABI Aviation Core Outcomes, and 3) Program Outcomes. Choose EVIDENCE from one of the AABI General Outcomes, one of the AABI Aviation Core Outcomes, and one of the Program Outcomes. Show how that evidence was ANALYZED and the resulting PLANS FOR CONTINUOUS IMPROVEMENT)
     4) Curriculum*
     5) Faculty and Staff
     6) Facilities, Equipment and Services
     7) Aviation Safety Culture and Program (if applicable)
     8) Relations with Industry