

Annual Program Assessment Report: 2018-2019 (Fall 2018)

Please upload the form for each program in Blackboard by **November 30, 2018.**

School	Business and Information Systems
Department	Business and Economics
Program	Aviation Management
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Other Contributors	
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I. State Program Mission

The aviation program at York College is committed to delivering the highest quality aviation-oriented education, research and service to our students, college and university.

II. **Program Goals & Program Level Student Learning Outcomes** assessed this academic year. (Insert additional rows as necessary)

Program Goal	Program-level Student Learning Outcome	Courses/Sections (Name and number of courses/sections data collected from)	Data Size Sample Size	Measures: Student Learning Evidence¹ E.g. Direct: Exams, assignments, presentations, etc. Indirect: Survey, focus groups, etc.	Expected Level of Student Achievement Indicate the expected level of achievement, standard/target for each outcome
Goal 1 Creating graduates that have a cross-disciplinary perspective and are able to integrate knowledge across business disciplines	1.1 Students demonstrate basic knowledge in the major fields of Business Administration including: Accounting, Economics, Finance, Marketing, Management, Business Law, Production/Operations Management, and Computer Applications in Business	BUS 410 (Aviation Ethics), BUS 425 (Airline Management) and BUS 495 (Upper Division Writing Intensive)	14	Direct: Business and Economics Department Core Competency Test (Questions 11-30).	Overall passage rate of 75%
	1.2 Students can interpret and apply the relevant metrics in the Aviation Business such as balance sheets, financial statements, financial ratios, the time value of money, cash flow analysis, productivity analysis, statistical methods, market research and airline/airport industry research.	BUS 425	8		75% of students pass BUS 425 with a C or better

¹ Direct measure is required; indirect measure is optional.

III. Data Collection and Evaluation

Describe how and when the data was collected and evaluated for each of the student learning outcome. Describe what tools were used to evaluate student work, e.g. rubrics. Please attach rubrics used. Include information regarding number of faculty involved in the evaluation and interpretation and evaluation processes.

Students in BUS 410 (Aviation Ethics), BUS 425 (Airline Management) and BUS 495 (Upper Division Writing Intensive) were asked to take the assessment. A total of 14 unique students took the assessment

IV. Results & Analysis

Major	Average Scale for Major (10 questions)*	Average Scale for Strategic Mgt	Average Scale for Computer Applications	Average Scale for Statistics	Average Scale for Marketing	Average Scale for Economics	Average Overall (30 Questions)	Count of Students
Aviation Management BS	60.7%	53.6%	62.5%	62.5%	50.0%	55.4%	58.1%	14

At face value the Aviation Management students did not meet the 75% threshold established by the department. Possible causes for this include:
BUS 425 Final Grades will be available after December 28, 2018

V. Communication

Describe how the assessment results will be communicated with appropriate internal and external stakeholders.

These results are shared among the aviation professors personally and with all department members during routine department meetings

VI. **Action Plan:** Based on the results reported, define what changes are recommended for each outcome.

Program Goal	Program Student Learning Outcomes	Changes to be Implemented <i>(Indicate “yes” or “no”)</i>	If yes, specify the type of change(s) recommended, needed resources and the reason for the recommendation.
Goal 1 Creating graduates that have a cross-disciplinary perspective and are able to integrate knowledge across business disciplines	1.1 Students demonstrate basic knowledge in the major fields of Business Administration including: Accounting, Economics, Finance, Marketing, Management, Business Law, Production/Operations Management, and Computer Applications in Business	Choose Yes or No	<ol style="list-style-type: none"> 1. The assessment was not included in the course syllabi so could not be required. Despite this, over 90% of eligible students responded. Future assessments will be included in the course syllabi. 2. There was a one-week time window to complete the assessment. This window also coincided with midterms. A longer window and better timing is important. 3. Two of the questions in the aviation specific group came from BUS 425. This course is an elective and not all students have taken it. When these questions were removed, all aviation students scored above 75% on the aviation specific questions. These questions will be removed and replaced on future assessments 4. Small sample size: there are very few ways to affect this. Aviation Management graduates between 15-18 students per year on average. We will not be able to increase the sample size without using other than seniors.

VII. **Changes Implemented:** Describe changes implemented as a result of assessment activities completed in the prior academic year/semester to “close the loop”. Indicate the semester in which the change was implemented and when it will be reassessed.

1) Pilot Review and Updating the Assessment Test: In September, the baseline data from the pilot was reviewed. The assessment questions were also reviewed to determine whether additional questions should be included.

Some questions were re-worded for clarification and additional questions were revised for relevancy. A decision was made to balance the existing scales to have the same number of questions for each scale. A new section was added, so that 10 questions would focus exclusively on “Specialized Knowledge” in the major.

The updated assessment consisted of 30 questions. Ten questions focused exclusively on more advanced “Specialized Knowledge”, or

“Knowledge of the Major” (Aviation Management, Business Administration, Economics, Information Systems Management, and Marketing) which devised their own 10 specialized knowledge questions. The other 20 questions comprised the “Foundation Knowledge” section and contained 4 questions each on the 5 basic topic areas of; Economics, Strategic Management, Computer Applications, Statistics and Marketing. The decision was made to randomize the order in which questions were presented to students for the following reason. In the pilot, questions were asked in the same order. Students who did not complete the exam omitted the Economics questions that were located at the end of the exam. This was believed to give a false reading on the Economics scale. Randomizing the question order was thought to provide a fairer result if the situation reoccurred.

The assessment team, comprised of one lead member from each major, plus the department chairperson, met to decide in which classes to conduct the assessments. The decision was made to expand the courses in which the assessment was given. Assessment tests were collected from all sections of the following courses; Aviation (Bus 410, Bus 425, Bus 495); Business Administration (Bus 430, Bus 481); Economics (Econ 361, Econ 390, Econ 420); ISM (Bus 368, Bus 461), and Marketing (Mkt 341, Mkt 346, Mkt 483).

VIII. Other Activities: Describe other program assessment activities related to student learning for this academic year. *This may include drafting assessment plan for next year, revision of goals/outcomes, curriculum mapping, etc.*

5 year plan presented

IX. Synopsis Plan for upcoming academic year: 2019-20

- a. Identify program goals and program level student learning outcomes the program will assess in the AY 2019-2020, and provide the program’s rationale.
- b. Using the curriculum map, identify aligned courses (sections) in which the selected program goals and program level student learning outcomes are embedded.
- c. Identify the assessment measures (direct and/or indirect) to gather evidence.

Program Goal	Program Student Learning Outcome	Source of Evidence² (Courses)	Assessment Measures³	Expected Level of Student Achievement	Rubric	Faculty Involved
Goal 2 Creating graduates that demonstrate competency in the various areas of Aviation Management	2.1 Students demonstrate competency in the various areas of Aviation Management including: Emergency Planning and Management, Aeronautics, Air Traffic Control, Aviation Finance, Airport and Aviation Security, Commercial Aviation Safety, and Ethics in Aviation.	BUS 230, 237, 250, 281, 360, 362, 410	Aviation management specific questions (1-10) and FEMA tests 100,700,800	1. Overall passage rate of 75% 2. 75% passage rate on these national standardized tests	Yes	Dr. Asceves, Dr. Kolmos, Dr. Cline
	2.2 Students are able to explain and demonstrate the importance of a commitment to safety in the aviation industry.	BUS 360, 362	1. Aviation management specific questions (1-10) 2. Final Exam BUS 362	1. Overall passage rate of 75% 2. 75% of students receive a grade of “C” or greater on BUS 362 Final Exam	Yes	Dr. Asceves, Dr. Kolmos, Dr. Cline
	2.3 Students are able to delineate and discuss the major changes affecting the aviation industry including such diverse items as automation, unmanned aerial vehicles, and artificial intelligence	BUS 495	Aviation Management specific questions (1-10) BUS 495 Writing Intensive paper	1. Overall passage rate of 75% on test. 2. 75% of students receive a grade of “C” or greater on BUS 495 final research paper	Yes	Dr. Asceves, Dr. Kolmos, Dr. Cline
	2.4 Students can differentiate ethical vs. unethical activities, and identify conflict of interest situations and other situations that compromise business integrity.	BUS 410	1. 1. Aviation Management specific questions 1-10 2. BUS 410 Aviation Ethics	1. Overall passage rate of 75% on test. 2. 75% of students receive a grade of “C” or greater in BUS 410	Yes	Dr. Asceves, Dr. Kolmos, Dr. Cline

² See curriculum map

³ Direct or Embedded (specify) is required; Indirect is optional.

AVIATION PROGRAM

Business School Assessment: Do all questions

1) What are the four forces of flight?

1. Lift
2. Drag
3. Thrust
4. Roll

- A. 1,2,3
- B. 1,2,4
- C. 2,3,4
- D. 1,2,3,4

2) What are the Primary Flight Controls?

1. Ailerons
2. Elevator (or Stabilator)
3. Flaps
4. Rudder

- A. 1,2,3
- B. 1,2,4
- C. 2,3,4
- D. 1,2,3,4

3) What are the stages of a thunderstorm?

1. Cumulus
2. Mature
3. Dissipating
4. Coriolis

- A. 1,2,3
- B. 1,2,4
- C. 2,3,4
- D. 1,2,3,4

4) All of the following regarding ADS-B are true EXCEPT:

- A. It increases situational awareness by making other aircraft's location available to all pilots with the appropriate equipment
- B. It will allow ATC to reduce separation requirements of commercial aircraft during the enroute phase of flight.
- C. It will help reduce runway incursions and taxiway accidents by increasing situational awareness during limited visibility conditions
- D. It is based on current radio navigation systems like VOR and VOR-DME

5) Advantages of overselling flights include all of the following EXCEPT:

- A. Increased customer satisfaction and loyalty
- B. Increased passenger load factors
- C. Increased revenue
- D. Better utilization of existing resources

6) The Transportation Security Administration is funded by:

- A. A tax on aviation fuel
- B. A sales tax on all airport concessions
- C. A fee on each ticket sold
- D. An increase in individual income tax

7) The Stafford Act

1. Covers all hazards except terrorism
2. Includes natural disasters
3. Provides authority for the federal government to respond to disasters
4. Describes the programs and processes by which the Federal Government provides disaster and emergency assistance to state and local governments, tribal nations, eligible private nonprofit organizations, and individuals affected by a declared major disaster or emergency

- A. 1,2,3
- B. 1,2,4
- C. 2,3,4
- D. 1,2,3,4

8) Characteristics of a Low Cost Carrier include

1. Point to Point routes
2. Single aircraft type or family of aircraft
3. Internet ticketing
4. Do not use travel agents

- A. 1,2,3
- B. 1,2,4
- C. 2,3,4
- D. 1,2,3,4

9) The Airline Deregulation Act

- A. Determines the cost (ticket price) that may be charged for flights along certain routes
- B. Pertains only to international flights
- C. Does not apply to aircraft with less than 50 seats
- D. Allows airlines to choose their own routes and flight schedules

10) The minimum FAA or ICAO flight certification required to act as a pilot aboard a scheduled, commercial airline (Part 121 carrier) is

- A. Private Pilot
- B. Commercial Pilot
- C. Certified Flight Instructor
- D. Airline Transport Pilot

11) What is the evidence of a winning strategy?

- A. GOOD MANAGEMENT
- B. SOCIAL RESPONSIBILITY
- C. SUSTAINABILITY
- D. PROFITABILITY

12) How do you evaluate the Impact of a strategy?

- A. GOOD CORPORATE GOVERNANCE
- B. POLITICAL CLOUT
- C. GREAT EMPLOYEES
- D. VARIANCE ANALYSIS

13) The two major competitive strategies are

- A. LOW COST AND DIFFERENTIATION
- B. HIGH COST AND SPECIALIZATION
- C. MASS PRODUCTION AND SPECIALIZATION
- D. MEDIUM COST AND MASS PRODUCTION

14) A firm can develop its competitive advantage through its resources. Resources include:

- A. both the physical elements of production, such as machines and workforce, as well as the knowledge and expertise for how to make and sell a product or service.
- B. only inputs that are bought and sold on the open market at fair and reasonable prices.
- C. the competitors within an industry who seek to serve the same group of customers and serve the same customers' needs.
- D. the customers who choose to buy products or services from a company.

15) Excel uses _____ that perform mathematical operations to produce calculated results.

- A. MACROS
- B. FORMULAS
- C. PROGRAMS
- D. PROCEDURES

16) To copy a formula across a range of cells and have the formula automatically update the cell row and column, use _____ cell referencing.

- A. ABSOLUTE
- B. MIXED
- C. RELATIVE
- D. ABSTRACT

17) Excel's _____ function can be used to calculate your monthly mortgage payment if purchasing a new home.

- A. PMT
- B. IF
- C. MIN
- D. TODAY

18) When selecting a primary key field, which of the following would be the most undesirable option?

- A. STUDENT IDENTIFICATION NUMBER
- B. ACCOUNT NUMBER
- C. SOCIAL SECURITY NUMBER
- D. TELEPHONE NUMBER

19) The chancellor of Ferris State University in Grand Rapids, Michigan, was concerned about alcohol abuse on his campus and wanted to find out the portion of students at his university who visited city bars every weekend. His advisor took a random sample of 250 students the total number of students in the sample who visited city bars every weekend is an example of

- A. A CATEGORICAL RANDOM VARIABLE.
- B. A DISCRETE RANDOM VARIABLE.
- C. A CONTINUOUS RANDOM VARIABLE.
- D. A PARAMETER.

20) The owner of a fish market has an assistant who has determined that the weights of catfish are normally distributed, with a mean of 3.2 pounds and standard deviation of 0.8 pounds. If a sample of 25 fish yields a mean of 3.6 pounds, what is the Z-score for this sample mean?

- A. 6.800
- B. 2.500
- C. 0.128
- D. 0.720

21) A spouse stated that the average amount of money spent on Christmas gifts for immediate family members is above \$1200. The correct set of hypotheses is:

- A. $H_0 : \mu = 200$ VS. $H_1 : \mu < 1200$
- B. $H_0 : \mu > 1200$ VS. $H_1 : \mu = 1200$
- C. $H_0 : \mu = 1200$ VS. $H_1 : \mu > 1200$
- D. $H_0 : \mu < 1200$ VS. $H_1 : \mu = 1200$

22) In a perfectly symmetrical bell-shaped “normal” distribution

- A. THE MEAN EQUALS THE MEDIAN
- B. THE MEDIAN EQUALS THE MODE
- C. THE MEAN EQUALS THE MODE
- D. ALL OF THE ABOVE

23) A _____ is some combination of products, services, information, or experiences provided to consumers to satisfy a need or want.

- A. MARKET OFFERING
- B. VALUE PROPOSITION
- C. BRAND POSITIONING
- D. MARKET MIX

24) In order to build profitable relationship with customers, it is important to decide whom it will serve. It does this by _____ and _____

- A. MARKET SEGMENTATION, POSITIONING
- B. TARGET MARKETING, CUSTOMIZATION
- C. POSITIONING, DIFFERENTIATION
- D. MARKET SEGMENTATION, TARGET MARKETING

25) _____ is a set of benefits that a company promises to deliver to customers to satisfy their needs?

- A. SHARE OF CUSTOMER
- B. MARKETING MIX
- C. VALUE PROPOSITION
- D. MARKET SEGMENTATION

26) The set of marketing tools a firm uses to implement its marketing strategy is called the _____.

- A. PRODUCT MIX
- B. MARKETING MIX
- C. MARKET OFFERING
- D. MARKETING EFFORT

27) Fiscal policy refers to the control of:

- A. INTEREST RATES.
- B. GOVERNMENT SPENDING AND TAXATION.
- C. THE QUANTITY OF MONEY.
- D. INTEREST RATES AND GOVERNMENT SPENDING.

28) In many parts of the United States, when Walmart opens a new store, some smaller retailers go out of business. One of the reasons for this development could be that:

- A. WALMART PRACTICES UNFAIR PRICING METHODS THAT REDUCE CONSUMER SURPLUS OVER TIME.
- B. CONSUMERS IN THOSE AREAS RECEIVE NO CONSUMER SURPLUS FROM WALMART.
- C. CONSUMERS IN THOSE AREAS RECEIVE A LARGER CONSUMER SURPLUS FROM SHOPPING AT WALMART THAN FROM THE SMALLER STORES.
- D. SMALLER STORES INCREASE PRICES TO COMPETE.

29) If a country has a working-age population of 200 million, 135 million people with jobs, and 15 million people unemployed and seeking employment, then its labor force is:

- A. 335 MILLION.
- B. 200 MILLION.
- C. 155 MILLION.
- D. 150 MILLION

30) If a country has a trade deficit, does it indicate that the country has a serious problem?

- A. NO. TRADE DEFICITS OCCUR WHEN A COUNTRY'S INVESTMENT SPENDING IS HIGHER THAN ITS LEVEL OF SAVING.
- B. YES. TRADE DEFICITS OCCUR WHEN A COUNTRY HAS LOW WORKER PRODUCTIVITY.
- C. YES. TRADE DEFICITS OCCUR WHEN A COUNTRY DOES NOT HAVE A COMPARATIVE ADVANTAGE IN PRODUCTION.
- D. YES. TRADE DEFICITS OCCUR WHEN A COUNTRY HAS HIGH BUDGET SURPLUS.