### Student Learning Outcome:

1. Students will obtain the FAA Aircraft Dispatch certification.

### Use of Prior Results:

Based on the future actions from 2013-2014, I provided the oral and practical worksheets, homework, and scenario-based examples much earlier in the semester. The students really liked having the preparation material early on as this gave them more time to prepare themselves for the end of the semester FAA certification exam.

### Measure 1:

Percentage of students who successfully complete the FAA Aircraft Dispatch Oral and Practical examination. Goal: 80% pass rate on the first attempt.

<table>
<thead>
<tr>
<th>Person(s) Responsible: Andrea Georgiou, Flight Dispatch Coordinator</th>
<th>Analysis of Results for Measure 1: 94% initial pass rate (17 out of 18 passed on the first attempt). The student that failed is currently coordinating the retraining to be able to take the test for the second attempt.</th>
<th>Supporting Document(s):</th>
<th>Future Actions: Describe Program Changes (adding a course, assignment, project, etc.): Future change to improve student learning: Conduct the mock oral and practical exam earlier in the semester to allow time for additional tutoring and preparation for the FAA dispatch certification exam.</th>
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</thead>
</table>
Assessment Changes (measures such as rubrics, exams, diagnostic instruments, etc.):
1). Continue to revise the flight plans and integrate more complex layers for flight planning, abnormal procedures, weight and balance issues, and weather challenges.
2). Develop a rubric for assessing student flight plans.

Future Actions: Describe any additional resources needed (Leave blank if no additional resources are needed.): 

Use of Prior Results: Based on prior results and future changes listed in the 2013-2014 assessment period, the following are the changes based to the FOCUS lab: Developed a set of triggers to use for their first simulation to ensure standardized simulation. This ensures the level of difficulty varies very little for the first simulation and all teams receive similar triggers. Based on student and faculty feedback, the initial training has been standardized and includes impressive online training modules developed by psychology professionals.
<table>
<thead>
<tr>
<th>Student Learning Outcome:</th>
<th>Measure 1: Successful completion of AERO 4040 Aerospace Seminar, FOCUS (Flight Operations Center-Unified Simulation) lab simulation training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Students will produce work products that demonstrate applied knowledge of core concepts and principles of aerospace technology.</td>
<td>Person(s) Responsible: Paul Craig and Gerald Hill AERO 4040 Professors, Andrea Georgiou Flight Dispatch Coordinator</td>
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<tr>
<td></td>
<td>Completion Date: 08/07/2015</td>
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<td></td>
<td>Analysis of Results for Measure 1. (include strengths &amp; weaknesses): Successful coordination and completion of the FOCUS lab simulation per the professional and instructional observer ratings.</td>
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<td>Supporting Document(s): Future Actions: Describe Program Changes (adding a course, assignment, project, etc.): The FOCUS lab administrator is writing an undergraduate honors thesis which will provide the lab with an instruction manual that outlines how various positions play a role in operating the lab. Additionally, the manual will provide specific instruction for turning on the lab, troubleshooting, etc. This is necessary to ensure once the current administrator graduates, the lab is still able to efficiently operate. Future Actions: Describe Assessment Changes (measures such as rubrics, exams, diagnostic...</td>
</tr>
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</table>
Use of Prior Results: Based on the weakness in selecting the appropriate weather forecast for the scheduled time of departure and arrival from the previous year, more instruction and examples were provided as to the thought processes that go into this decision. Aeronautical decision-making skills is a vital part of the dispatch curriculum and student learning. As such, this was an increased focus area for the 2014-2015 year.

Future Actions: Describe any additional resources needed (Leave blank if no additional resources are needed.). We need a professional aviation maintenance technician to help run the lab and train for two positions in the lab. As it stands, an undergraduate student will be running this vital position that was formerly held by a licensed mechanic.
### Student Learning Outcome:
3. Students will obtain the knowledge, skills, and abilities (KSAs) needed for the dispatch profession.

### Measure 1:
Demonstration of proficiency with flight planning and comprehensive final examination.

<table>
<thead>
<tr>
<th>Person(s) Responsible:</th>
<th>Andrea Georgou, Flight Dispatch Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Date:</td>
<td>05/07/2015</td>
</tr>
</tbody>
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### Analysis of Results for Measure 1:
(Include strengths & weaknesses):
Student flight plans were reviewed to ensure regulatory compliance in all phases of the flight planning process, along with a demonstration of a high degree of safety. Strengths were in the selection of appropriate alternate airports, avoiding hazardous weather, and the application of the minimum equipment list. Common problem areas were failure to ensure the takeoff weight was within the performance limitations and incomplete dispatch release. Final examinations were evaluated for strengths/weaknesses. Prior to the FAA Dispatch Oral and Practical, students passed a mock oral examination. An 80% or higher was required on the final exam. If a student did not meet this requirement, I met with them for additional tutoring and administered a second final exam. All students made an 80% or higher on the final exam prior to taking their FAA Dispatch Oral and Practical test.

### Supporting Document(s):

### Future Actions:
- **Describe Program Changes (adding a course, assignment, project, etc.):** Changes to improve student learning: Spend more time explaining the required components of the dispatch release and ensure the students have ample time to practice completing the dispatch release. Add a few performance examples for takeoff, enroute, and landing to ensure students know how to get the aircraft within its limitations.

- **Describe Assessment Changes:**
Future Actions:

Describe any additional resources needed (Leave blank if no additional resources are needed):