Program-Level Assessment: Annual Report

Program Name (no acronyms): Aeronautics – Flight Science  
Department: Oliver L. Parks Department of Aviation Science

Degree or Certificate Level: B.S.  
College/School: School of Science and Engineering

Date (Month/Year): June/2022  
Assessment Contact: Stephen Magoc

In what year was the data upon which this report is based collected? Fall 2021 and Spring 2022

In what year was the program’s assessment plan most recently reviewed/updated? Spring 2021

Is this program accredited by an external program/disciplinary/specialized accrediting organization? Aviation Accreditation Board International (AABI)

1. **Student Learning Outcomes**  
Which of the program’s student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

   **Student Learning Outcome 1** - Conduct aviation operations in a professional, safe, and efficient manner.

2. **Assessment Methods: Artifacts of Student Learning**  
Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

   The artifacts of student learning used included selected quiz/exam questions, final presentations, LOFT Scenarios, flight course module Knowledge Exams, and flight course module Final Stage Checks of the following courses:

   - ASCI 3070 Flight Crew Fundamentals
   - ASCI 4012 Introduction to Flight Crew Operations
   - ASCI 4013 Introduction to Flight Crew Operations Laboratory
   - ASCI 4022 Advanced Flight Crew Operations
   - ASCI 4023 Advanced Flight Crew Operations Laboratory
   - FSCI 2250 Instrument Flight Foundations
   - FSCI 2550 Flight 4
   - FSCI 2650 Navigation Foundations
   - FSCI 3550 Flight 5

   The ASCI 4250 Professional Ethics and Standards and ASCI 4450 Aviation Law courses were taught in an online modality.
3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tool(s) (e.g., a rubric) used in the process and include them in/with this report document (please do not just refer to the assessment plan).

The faculty of the Department of Aviation Science met to assess the student learning outcome. Performance indicator rubrics prepared by the faculty were used to determine if student and graduates were able to meet the requirements of the student learning outcome being assessed. The rubric used to determine if students and graduates met the student learning outcome, and the course performance indicator rubrics used in this assessment are found in Appendix A of this assessment report.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The result of the assessment of the student learning outcome is that students and graduates do meet the student learning outcome requirements. There was no difference in the courses taught in the online modality therefore there is no difference in achievement to note.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The data tells the faculty of the department that its students and graduates currently have the ability to conduct aviation operations in a professional, safe, and efficient manner.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

All faculty in the department met on 06/23/2022 to assess the student learning outcome, therefore all faculty are aware of the results and findings of this assessment cycle.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you’ve initiated one or more of the following:

<table>
<thead>
<tr>
<th>Changes to the Curriculum or Pedagogies</th>
<th>Changes to the Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course content</td>
<td>• Course sequence</td>
</tr>
<tr>
<td>• Teaching techniques</td>
<td>• New courses</td>
</tr>
<tr>
<td>• Improvements in technology</td>
<td>• Deletion of courses</td>
</tr>
<tr>
<td>• Prerequisites</td>
<td>• Changes in frequency or scheduling of course offerings</td>
</tr>
<tr>
<td></td>
<td>• Student learning outcomes</td>
</tr>
<tr>
<td></td>
<td>• Artifacts of student learning</td>
</tr>
<tr>
<td></td>
<td>• Evaluation process</td>
</tr>
<tr>
<td></td>
<td>• Evaluation tools (e.g., rubrics)</td>
</tr>
<tr>
<td></td>
<td>• Data collection methods</td>
</tr>
<tr>
<td></td>
<td>• Frequency of data collection</td>
</tr>
</tbody>
</table>

Please describe the actions you are taking as a result of these findings.

The faculty agreed to take certain actions/make changes to course content so as to better enable students to perform at higher level when working to achievement of the requirements of the student learning outcome. These changes are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCI 4050 Human Factors</td>
<td>Develop more-specific measures for all of the SLO performance indicators.</td>
</tr>
</tbody>
</table>
Consider a different textbook. Students expressed some frustration with the textbook’s lack of flow, editing errors and some chapters at a graduate level.

Allow students to form their management team and determine if this process results in achieving the assessment values benchmark.

If no changes are being made, please explain why.

7. **Closing the Loop: Review of Previous Assessment Findings and Changes**
   
   A. **What is at least one change your program has implemented in recent years as a result of assessment data?**
   
   In the 4250 Professional Ethics and Standards course, add a lesson plan and activity as a measurement into the course to ensure this learning outcome is better assessed.

   B. **How has this change/have these changes been assessed?**
   
   The ASCI 4250 Professional Ethics and Standards course was taught online by an adjunct instructor and the change was not implemented nor assessed.

   C. **What were the findings of the assessment?**
   
   The department faculty will move to include the change in future offerings of the ASCI 4250 Professional Ethics and Standards course.

   D. **How do you plan to (continue to) use this information moving forward?**
   
   The department will determine the changes, if any, and assess the change’s effect on the student learning outcome.

**IMPORTANT:** Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.
Assessment of B.S. in Aeronautics – Flight Science Student Learning Outcomes

Student Learning Outcome #1: Conduct aviation operations in a professional, safe, and efficient manner.

Date of this assessment: May 23, 2022

The following assessment is based on coursework of students and surveys of graduates.

<table>
<thead>
<tr>
<th>Performance Indicator Assessed</th>
<th>Do not Meet</th>
<th>Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and graduates make professional and ethical decisions.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Students and graduates apply pertinent knowledge in identifying and solving problems.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Students and graduates assess contemporary issues.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Students and graduates apply business knowledge to aviation issues.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

List any prior change(s) made to the curriculum to aid graduates in meeting this student learning outcome:

In the 4250 Professional Ethics and Standards course, add a lesson plan and activity as a measurement into the course to ensure this learning outcome is better assessed.

Describe the effect of any change(s) made to the curriculum:

The ASCI 4250 Professional Ethics and Standards course was taught online by an adjunct instructor and the change was not implemented nor assessed.

List recommendation(s) for changes to be made to the curriculum as a result of this assessment:

The department faculty will move to include the change in future offerings of the ASCI 4250 Professional Ethics and Standards course.
### Department of Aviation Science
#### B.S. in Aeronautics Concentration – Flight Science
##### Program Assessment
##### Continuous Improvement Items

**06-23-2022**

<table>
<thead>
<tr>
<th>Course</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCI 4050 Human Factors</td>
<td>Develop more-specific measures for all of the SLO performance indicators.</td>
</tr>
<tr>
<td>ASCI 4012 Introduction to Flight Crew Operations</td>
<td>Starting in the fall of 2022 we will focus completely on flying the aircraft as a crew rather than our current curriculum of introducing crew operations at the gate and then moving into flying the aircraft a few weeks into the semester.</td>
</tr>
<tr>
<td>ASCI 4022 Advanced Flight Crew Operations</td>
<td>Use short answer and critical thinking questions to provide a better assessment of how thorough the student’s knowledge is.</td>
</tr>
<tr>
<td>FSCI 2550 Flight 4</td>
<td>Continue to identify and discuss student stage check deficiencies with the instructional staff each semester. Revisions to course content and/or module completion standards will be made as needed to ensure adequate student preparation.</td>
</tr>
<tr>
<td>FSCI 3550 Flight 5</td>
<td>Continue to identify and discuss student stage check deficiencies with the instructional staff each semester. Revisions to course content and/or module completion standards will be made as needed to ensure adequate student preparation.</td>
</tr>
<tr>
<td>AABI Goals</td>
<td>Performance Indicator Assessed</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Students</td>
<td>Students can assess decisions and can make ethical and professional decisions.</td>
</tr>
<tr>
<td></td>
<td>Admission requirements for the aviation programs are adequate to meet the requirements of the concentration.</td>
</tr>
<tr>
<td>Program Mission and Educational Goals</td>
<td>Students demonstrate knowledge of aviation business practices and principles and their application to the aviation industry.</td>
</tr>
<tr>
<td></td>
<td>Students understand and appreciate the financial and economic aspects of the aviation industry.</td>
</tr>
<tr>
<td></td>
<td>Students have knowledge of the business structure, management and administrative aspects of airlines, corporate flight</td>
</tr>
<tr>
<td>operations and airport operations.</td>
<td></td>
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<tr>
<td>----------------------------------</td>
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</tr>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td>Students are adequately prepared for a career in the student's chosen profession.</td>
</tr>
<tr>
<td></td>
<td>None.</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>The curriculum prepares the students to conduct aviation operations in a safe and efficient manner.</td>
</tr>
<tr>
<td></td>
<td>Recommendation: Advise Saint Louis University administration of the need to hire a minimum of two additional faculty to better meet the needs of the department.</td>
</tr>
<tr>
<td></td>
<td>Result: Saint Louis University administration determined not to hire additional faculty at this time.</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>Enough qualified faculty and staff with industry credentials and/or an active research agenda are utilized and retained in the program (where applicable.)</td>
</tr>
<tr>
<td></td>
<td>Recommendation: Advise Saint Louis University administration of the need to replace aging aircraft and simulators on a set schedule.</td>
</tr>
<tr>
<td></td>
<td>Result: Saint Louis University administration determined not to purchase new aircraft at this time.</td>
</tr>
<tr>
<td><strong>Facilities, Equipment, and Services</strong></td>
<td>The department facilities remain adequate for the aviation department's academic training activities.</td>
</tr>
<tr>
<td></td>
<td>None.</td>
</tr>
<tr>
<td></td>
<td>Recommendation: Advise Saint Louis University administration of the need to replace aging aircraft and simulators on a set schedule.</td>
</tr>
<tr>
<td></td>
<td>Result: Saint Louis University administration determined not to purchase new aircraft at this time.</td>
</tr>
<tr>
<td>Aviation Safety Culture and Program</td>
<td>Students, staff, and faculty are aware of the PEDALS reporting system and can use it to report safety issues.</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Relations with Industry</td>
<td>The department’s Industry Advisory Board is utilized in providing guidance to the department.</td>
</tr>
</tbody>
</table>

In the overall assessment of Student Learning Outcome 1, is this Student Learning Outcome Met?  Yes X  No

Date of this assessment: 06-23-2022
AABI 3.10 Criteria: Students

(Flight Science Concentration)

Date of this assessment:
- January 2022 and May 2022

Do the Students of the Flight Science concentration meet the Students’ criteria as listed in the Comprehensive Plan?
- Yes. The evidence collected and assessed show that the concentration meets the Students’ goals.
  - See the data collected and assessed in Appendix A of this document.

Closing the Loop:

Were any changes recommended at the last assessment of the Students criteria?
- There were no recommendations made at the last assessment.

State the purpose of the recommended change and whether the change met its intended purpose.
- N/A.

As a result of today’s assessment of the Program Mission and Educational Goals criteria, are any changes recommended at this time? List any recommended change(s) to be assessed at the next assessment of the Program Mission and Educational Goals criteria.
- There are no recommendations being made at this time.
AABI 3.10 Criteria: Program Mission and Educational Goals
(Flight Science Concentration)

Date of this assessment:
- January 2022 and May 2022

Do the Program Mission and Educational Goals of the concentration meet the Program Mission and Educational Goals criteria as listed in the Comprehensive Assessment Plan?
- Yes. The evidence collected and assessed show that the concentration meets the Program Mission and Educational goals.
- See the data collected and assessed in Appendix A of this document.

Closing the Loop:

Were any changes recommended at the last assessment of the Program Mission and Educational Goals criteria?
- There were no recommendations made at the last assessment.

State the purpose of the recommended change and whether the change met its intended purpose.
- N/A.

As a result of today’s assessment of the Program Mission and Educational Goals criteria, are any changes recommended at this time? List any recommended change(s) to be assessed at the next assessment of the Program Mission and Educational Goals criteria.
- There are no recommendations being made at this time.
AABI 3.10 Criteria: Student Learning Outcomes

(Flight Science Concentration)

Date of this assessment:
• January 2022 and May 2022

Do the Student Learning Outcomes of the Flight Science concentration meet the Student Learning Outcomes criteria as listed in the Comprehensive Assessment Plan?
• Yes. The evidence collected and assessed show that the program meets the Student Learning Outcomes goals.
• See the data collected and assessed in Appendix A of this document.

Date of this assessment:
• January 2022 and May 2022

Do the Student Learning Outcomes of the Flight Science concentration meet the Student Learning Outcomes criteria as listed in the Comprehensive Assessment Plan?
• Yes. The evidence collected and assessed show that the students meet SLO 1 and the Student Learning Outcomes goals.
• See the data collected and assessed in Appendix A of this document.

Closing the Loop:

Were any changes recommended at the last assessment of the Student Learning Outcomes criteria?
• No changes were recommended from the 2020-2021 assessment.

State the purpose of the recommended change and whether the change met its intended purpose.
• N/A

As a result of today’s assessment of the Student Learning Outcomes criteria, are any changes recommended at this time? List any recommended change(s) to be assessed at the next assessment of the Student Learning Outcomes criteria.
• There are no recommendations being made at this time.
AABI 3.10 Criteria: Curriculum

(Flight Science Concentration)

Date of this assessment:
- January 2022 and May 2022.

Does the Curriculum of the Flight Science concentration meet the Curriculum criteria as listed in the Comprehensive Plan?
- Yes. The evidence collected and assessed show that the concentration meets the Curriculum goals.
- See the data collected and assessed in Appendix A of this document.

Date of this assessment:
- January 2022 and May 2022.

Does the Curriculum of the Flight Science concentration meet the Curriculum criteria as listed in the Comprehensive Plan?
- Yes. The evidence collected and assessed show that the concentration meets the Curriculum goals.
- See the data collected and assessed in Appendix A of this document.

Closing the Loop:

Were any changes recommended at the last assessment of the Curriculum criteria?
- Yes, the department decided to work with its Industry Advisory Board to modify the Flight Science curriculum and to meet the University Core Curriculum requirement.

State the purpose of the recommended change and whether the change met its intended purpose.
- The department sees the need to bring in additional business and management coursework to strengthen the curriculum and will become effective with the fall 2022 semester.
- The department is required to modify the Flight Science curriculum to include the University required Common Core. This modification will become effective with the fall 2022 semester.

As a result of today’s assessment of the Curriculum criteria, are any changes recommended at this time? List any recommended change(s) to be assessed at the next assessment of the Curriculum criteria.
- There are recommendations being made at this time.
AABI 3.10 Criteria: Faculty and Staff

(Flight Science Concentration)

Date of this assessment:
- January 2022 and May 2022.

Do the Faculty and Staff of the Flight Science concentration meet the Faculty and Staff criteria as listed in the Comprehensive Assessment Plan?
- No, the Faculty and Staff do not meet the goals listed in the Comprehensive Assessment Plan.
- See the data collected and assessed in Appendix A of this document.

Were any changes recommended at the last assessment of the Faculty and Staff criteria?
- The department voiced its opinion to the Dean and Provost that the department requires an additional two faculty.
- The department requested that Human Resources allow the flight training personnel to begin the hiring process for additional flight instruction staff when a current flight instructor provides a two-week notice of intent to leave employment.

State the purpose of the recommended change and whether the change met its intended purpose.
- The department needs additional faculty to accommodate the increase in both undergraduate and graduate programs. No additional hiring of faculty is being considered by SLU administrators.
- The department needs to be able to start the hiring process earlier so that new flight instruction staff can be brought on board when a current flight instructor leaves. This process has been implemented and has been operating correctly.

As a result of today’s assessment of the Faculty and Staff criteria, are any changes recommended at this time? List any recommended change(s) to be assessed at the next assessment of the Faculty and Staff criteria.
- The department recommends the hiring of two full-time faculty members to be able to continue serving the undergraduate and graduate student populations.
AABI 3.10 Criteria: Facilities, Equipment and Services

(Flight Science Concentration)

Date of this assessment:
- January 2022 and May 2022

Do the Facilities, Equipment and Services of the concentration meet the Facilities, Equipment and Services criteria as listed in the Comprehensive Assessment Plan?
- No. The evidence collected and assessed show that the Program Mission and Educational goals are not being met.
- Facilities, Equipment, and Services do not meet the goals listed in the Comprehensive Assessment Plan.

Facilities
- The McDonnell Douglas Hall facility remains adequate for the current level of staff and faculty.
- The Center for Aviation Science facility continues to leak in different areas when it rains and needs continual roof repairs. This facility is due for the resumption of the phased renovations in July 2022.

Equipment
- Equipment used in McDonnell Douglas Hall are generally in adequate condition except for the CRJ 700 flight simulator used by the department.
- Equipment at the Center for Aviation Science is becoming aged. The aircraft continue to be maintained in an airworthy condition, but it is becoming increasingly expensive to maintain them in such a condition, with the Diamond DA20 and Piper Seminole aircraft needing to be replaced. The aircraft simulators are operating adequately. The ground support truck used by the department is older and in need of replacement.

Services
The services at McDonnell Douglas Hall are adequate.
- The services at the Center for Aviation Science are barely adequate.

Closing the Loop:

Were any changes recommended at the last assessment of the Facilities, Equipment and Services criteria?
- Yes, the replacement of the Diamond DA20 and Piper Seminoles were recommended by the department.

State the purpose of the recommended change and whether the change met its intended purpose.
The recommended changes were not implemented by the University.

As a result of today's assessment of the Facilities, Equipment and Services criteria, are any changes recommended at this time? List any recommended change(s) to be assessed at the next assessment of the Student criteria.

The department recommends replacement of the following items of equipment:

- The nine Diamond DA20 aircraft with 10-12 Piper Pilot 100i aircraft.
- The two Piper Seminoles with two or three new Piper Seminoles.
- The CRJ 700 simulator.
- The ground support vehicle used at the Center for Aviation Science.
AABI 3.10 Criteria: Aviation Safety Culture and Program

(Flight Science Concentration)

Date of this assessment:
- January 2022 and May 2022

Does the Aviation Safety Culture and Program of the Flight Science concentration meet the Aviation Safety Culture and Program criteria as listed in the Comprehensive Assessment Plan?
- Yes. The evidence collected and assessed show that the students meet SLO 1, and the Aviation Safety Culture and Program goals.
- See the data collected and assessed in Appendix A of this document.

Closing the Loop:

Were any changes recommended at the last assessment of the Aviation Safety Culture and Program criteria.
- Yes, the implementation of a safety survey to be sent to the University’s aviation community.
- The Center for Aviation Science administrators were advised to begin developing safety goals for the flight operations.

State the purpose of the recommended change and whether the change met its intended purpose.
- The survey is used to determine how knowledgeable the aviation community is of the Aviation Safety Culture and Program utilized by the department.

State the purpose of the recommended change and whether the change met its intended purpose.
- The survey is used to determine how knowledgeable the aviation community is of the Aviation Safety Culture and Program utilized by the department.
- The flight operations needed to become a participating partner in the safety culture of the department.

As a result of today’s assessment of the Aviation Safety Culture and Program criteria, are any changes recommended at this time? List any recommended change(s) to be assessed at the next assessment of the Aviation Safety Culture and Program criteria.
- There are no recommendations being made at this time.
AABI 3.10 Criteria: Relations with Industry

(Flight Science Concentration)

Date of this assessment:
- January 2022 and May 2022

Do the Relations with Industry of the concentration meet the Relations with Industry criteria as listed in the Comprehensive Assessment Plan?
- Yes. The evidence collected and assessed show that the students meet the Relations with Industry goals.
- See the data collected and assessed in Appendix A of this document.

Closing the Loop:

Were any changes recommended at the last assessment of the Relations with Industry criteria?
- There were no recommendations made at the last assessment.

State the purpose of the recommended change and whether the change met its intended purpose.
- N/A.

As a result of today’s assessment of the Relations with Industry criteria, are any changes recommended at this time? List any recommended change(s) to be assessed at the next assessment of the Relations with Industry criteria.
- There are no recommendations being made at this time.
Appendix A

Data and Course Evidence Collected to Support the Assessment of the Program Goals and SLO 1 for the Flight Science Concentration

June 2022
# Appendix A Table of Contents

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<td>Data collected to support SLO 1 and the Aviation Mission and Program Goals</td>
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<tr>
<td>Data collected to support SLO 1 and the Student Learning Outcomes</td>
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<td>Data collected to support SLO 1 and the Curriculum Goals</td>
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<td>Data collected to support SLO 1 and the Faculty and Staff Goals</td>
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<tr>
<td>Data collected to support SLO 1 and the Facilities, Equipment, and Services Goals</td>
<td>329</td>
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<tr>
<td>Data collected to support SLO 1 and the Aviation Safety Culture and Program Goals</td>
<td>331</td>
</tr>
<tr>
<td>Data collected to support SLO 1 and the Relations with Industry Goals</td>
<td>344</td>
</tr>
</tbody>
</table>
Flight Science – Data collected in support Students’ Goals and SLO 1
Performance Indicator Rubric

Course: ASCI 4012 Introduction to Flight Crew Operations
Course Instructor: John H. Denando
Semester Taught: Fall 2021
Number of Students in Course: 18

FLIGHT SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.</td>
<td>Quiz 1, Question 3 – 97%. Quiz 2, Question 7 – 91.5%. Quiz 5 question 1 – 100%.</td>
<td>Yes.</td>
</tr>
<tr>
<td>SLO 3: Apply effective oral and written communication skills to function effectively in the aviation environment.</td>
<td>Quiz 1, Question 15 – 100%. Quiz 1 question 18 – 90%. Quiz 5. Question 11 – 83%.</td>
<td>Yes.</td>
</tr>
<tr>
<td>SLO 5: An ability to apply the techniques, skills, and modern aviation tools to perform aviation related tasks of a professional pilot.</td>
<td>Quiz 1, Question 19 – 53%. Quiz 1, Question 20 – 94%. Quiz 3, Question 18 – 89%</td>
<td>Yes.</td>
</tr>
</tbody>
</table>

Course Assessment (Intended Use of Results)
The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

This was my first semester introducing the material that would be covered in lab, in the classroom the week prior to covering it in the lab. I received positive feedback from both students and instructors using this set up. Unfortunately, there still seems to be a lack of proficiency in operating as a crew utilizing the techniques listed in our Standard Operating Manual. With this in mind, starting in the fall of 2022 we will focus completely on flying the aircraft as a crew rather than our current curriculum of introducing crew operations at the gate and then moving into flying the aircraft a few weeks into the semester.
*Attach description of assignment used for assessment and samples of student work.

**SLO 1:** Conduct aviation operations in a professional, safe, and efficient manner.

**Quiz #1, question 3. (Multiple answer)**

The captain...

1. is ultimately responsible for the flight under their command. (Correct answer) 17 out of 17 students selected this answer.
2. must use crew resources in the most effective way and must encourage other crewmembers to engage in teamwork by allowing them to participate and give suggestions for the execution of the flight. (Correct answer) 17 out of 17 students selected this answer.
3. must sometimes treat crewmembers with respect and consideration. 3 out of 17 students selected this answer.
4. is the final authority, ultimate decision-maker, and is responsible for the overall safe conduct of the flight. (Correct answer) 17 out of 17 students selected this answer.
5. only needs to solicit input during emergency situations. 0 out of 17 students selected this answer.
6. is always more professional than the First Officer. 1 out of 17 students selected this answer.

**Quiz #2 question 7 (Short answer)**

Describe when and why you would use the APU? *The average points awarded were 1.83 out of 2, for a score of 91.5% correct.*

Student A’s answer: When it is very cold or hot outside and having the APU on would make the other cabin operations more comfortable.

Student B’s answer: To supply electric power in the absence of ground power or an engine’s generator. I would use it on the ground if not hooked up to a GPU or in flight if I were to loose a generator or hydraulic pump.

**Quiz 5 question 1 (True/False)**

Preparation for the arrival and approach begins long before the descent from the enroute phase of flight.

True. 18 out of 18 students selected this answer

False.
SLO 3: Apply effective oral and written communication skills to function effectively in the aviation environment.

Quiz #1 question 15 (Multiple choice)

When communication is required, who is the primary contact between the cabin and flight deck?

1. Forward Flight Attendant (Correct answer) 17 out 17 students selected this answer.
2. Aft Flight Attendant
3. Any passenger who has been or is a Starbucks barista
4. Anyone who has worked in a coffee shop

Quiz #1 question 18 (Short answer)

For each flight, the Captain or First Officer will review the following with the flight attendants... (List three out of the five listed in the SOP). The average points awarded were 2.69 out of 3 for a percentage of 90% correct.

Correct possible answers: Taxi time, Expected time in cruise and altitude, Any expected turbulence or turbulence reports, Maintenance items pertinent to the cabin crew, Any law enforcement officers, federal air marshals or federal flight deck officers that are on board and where they are seated.

Student A’s answer: Route, expected turbulence, flight time

Student B’s answer: Armed personnel on board, Weather, ETA/ETD

Quiz 5 question 11 (Multiple Choice)

If the runway is not in sight by this callout, "(     ) FEET, I'M OUTSIDE", what height above minimums does the PM transfer their eyes outside to start looking for the runway? In other words, what number should be inside the paratheses.

1. Minimums
2. 500 feet 2 out of 18 selected this answer
3. 200 feet (Correct answer) 15 out of 18 students selected this answer
4. 100 feet 1 out of 18 students selected this answer
SLO 5: An ability to apply the techniques, skills, and modern aviation tools to perform aviation related tasks of a professional pilot.

Quiz 1 question 19 (Multiple Choice)

ATC says, "Proceed direct to the STL VOR." With the autopilot on, who (under normal circumstances) make the changes to the FMS?

1. Pilot Flying (Correct Answer) 9 out of 17 selected this answer
2. Pilot Monitoring 8 out of 17 selected this answer
3. Captain
4. First Officer

Quiz 1 question 20 (Multiple Choice)

Under normal circumstances, when the pilot flying is hand flying, who manipulates the Flight Control Panel (the autopilot)?

1. Pilot Flying 1 out of 17 selected this answer
2. Pilot Monitoring (Correct Answer) 16 out of 17 selected this answer
3. Captain
4. First Officer

Quiz 3 question 18 (Multiple Choice)

You are cleared to your destination via an RNAV departure. Tower clears you, "FLY RUNWAY HEADING, CLEARED FOR TAKEOFF RUNWAY 29". You should call ( ) during the initial climb.

1. SPEED MODE/JET MODE
2. SPEED MODE/ROLL MODE
3. SPEED MODE/HEADING MODE 16 out of 18 selected this answer
4. SPEED MODE/NAV MODE 2 out of 18 selected this answer
## Performance Indicator Rubric

**Course:** ASCI 4022 Advanced Flight Crew Operations  
**Course Instructor:** John H. Denando

**Semester Taught:** Spring 2022  
**Number of Students in Course:** 19

### FLIGHT SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.</td>
<td>Of the questions used to assess this learning outcome, 100% achieved a minimum of 70%.</td>
<td>YES</td>
</tr>
<tr>
<td>SLO 3: Apply effective oral and written communication skills to function effectively in the aviation environment.</td>
<td>Of the questions used to assess this learning outcome, 95% achieved a minimum of 70%.</td>
<td>YES</td>
</tr>
<tr>
<td>SLO 5: An ability to apply the techniques, skills, and modern aviation tools to perform aviation related tasks of a professional pilot.</td>
<td>Of the questions used to assess this learning outcome, % achieved a minimum of 70%.</td>
<td>YES</td>
</tr>
</tbody>
</table>

### Course Assessment (Intended Use of Results)

The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

After accomplishing this assessment, more assessment questions came from the mid-term and final as opposed to exams. Next semester, I would like to test more consistently than I did this semester. I also believe more short answer and critical thinking questions would provide a better assessment of how thorough the student’s knowledge is compared to using questions with answers already provided (multiple choice, multiple answer, True/False, etc.).

*Attach description of assignment used for assessment and samples of student work.*
SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.

QUIZ 2, Question 9 (multiple choice)

9. During landing, what anti-icing equipment needs to be selected ON in the following conditions? Clear skies, 2°C, Runway is covered with ½ inch of compact snow.

A. COWL & WING (17 / 19 answered correctly)
B. COWL ONLY (2 / 19 answered incorrectly)
C. WING ONLY
D. NONE

MID-TERM, Question 1 (Multiple Answer)

1. Select from the following that are required per the regulations to be included in Minimum Takeoff Fuel (MINTO).

- Go-Around fuel (1 / 19 answered incorrectly)
- Enroute burn (19 / 19 answered correctly)
- Alternate fuel (if required) (18 / 19 answered correctly)
- Taxi fuel
- Contingency fuel
- Reserve (19 / 19 answered correctly)
- Hold fuel (if holding is expected) (18 / 19 answered correctly)

MID-TERM, Question 37 (Multiple Choice)

20. In flight, the TAT is +11°C, you are in a cloud at 300 KIAS. ICE is annunciated on the EICAS, what anti-ice is required to be on?

A. COWL & WING (15 / 19 answered correctly)
B. COWL ONLY (1 / 19 answered incorrectly)
C. WING ONLY
D. NONE (3 / 19 answered incorrectly)

MID-TERM, Question 39 (True or False)

39. If we exceed our Type IV holdover time, we must have the aircraft sprayed with Type I again prior to applying Type IV?

- TRUE (16 / 19 answered correctly)
- FALSE (3 / 19 answered incorrectly)

INTERNATIONAL OPERATIONS QUIZ, Question 1 (True or False)

1. If an air traffic rule in a foreign country is less restrictive than in the United States, we still must follow the more restriction rule, which in this case we would follow the rules governed by the United States.

- TRUE (15 / 19 answered correctly)
- FALSE (4 / 19 answered incorrectly)

INTERNATIONAL OPERATIONS QUIZ, Question 7 (True or False)
7. A pilot can bring narcotics into Canada to sell on the overnight as long as they let Canadians Customs and Border Patrol know they are doing it and give them a cut of the profits.
   • TRUE
   • FALSE (19 / 19 answered correctly)

FINAL, Question 37 (True or False)

37. We must always LAND with reserve fuel regardless of the flight's circumstances. Example. You divert to KBMI and expect to land with 2700 lbs of fuel (2380 is reserve). There is a disabled aircraft on the runway and you have to go around. You end up landing with 2240 lbs of fuel. Did you break a regulation?

   • TRUE
   • FALSE (10 / 10 groups answered correctly)

SLO 3: Apply effective oral and written communication skills to function effectively in the aviation environment.

QUIZ 2, Question 2 (multiple answer)

3. Select the following that the Billiken Air Express Ground De-Icing Program provides guidance on.
   • How to provide protection against frozen contaminants forming on critical surfaces of the aircraft (anti-icing). (18 / 19 answered correctly)
   • How to remove frozen contaminants from the critical surfaces of the aircraft. (19 / 19 answered correctly)
   • How many inches of snow the CRJ 700 can land in. (1 / 19 answered incorrectly)
   • How to ensure frozen contaminants have been removed from the aircraft's critical surfaces after deicing has been completed (de-icing). (19 / 19 answered correctly)

MID-TERM, Question 8 (True or False)

8. At Billiken Air Express, regardless of what our instructors say, sounding cool on the radios is more important than using standard phraseology.

   • TRUE
   • FALSE (19 / 19 answered correctly)

MID-TERM, Question 11 (TRUE or FALSE)

11. The single, most important thought in pilot/controller communications is understanding.

   • TRUE (19 / 19 answered correctly)
   • FALSE

MID-TERM, Question 14 (Multiple Answer)

16. When making INITIAL CONTACT to an ATC facility, select the following that the AIM says are applicable.

   • When operating on an airport surface, state your position. (16 / 19 answered correctly)
   • The type of message or your request. (13 / 19 answered correctly)
   • Name of the ATC facility being called. (19 / 19 answered correctly)
   • Your full aircraft identification. (19 / 19 answered correctly)
9. On initial contact with ATC, you are climbing through 17,300 for 23,000. How would you say this to ATC?

- “Climbing one seven thousand three hundred for flight level two three zero”. (8 / 10 groups scored a 80% or higher)

**SLO 5: An ability to apply the techniques, skills, and modern aviation tools to perform aviation related tasks of a professional pilot.**

**MID-TERM, Question 6 (True or False)**

6. During the First Officer's takeoff briefing, the Captain is sending text messages and reviewing his 401k. This is a good example of Effective Communication.

- TRUE
- FALSE (19 / 19 answered correctly)

**MID-TERM, Question 49 (True or False)**

49. On the ground, the PF will call for the QRC/QRH and the PM will execute the QRC/QRH.

- TRUE (1 / 19 answered incorrectly)
- FALSE (18 / 19 answered correctly)

**MID-TERM, Question 50 (Multiple Answer)**

50. During an emergency/abnormal situation in flight, what must be verified by the other pilot prior to shutting off?

- Generators (9 / 19 answered correctly)
- Thrust lever(s) (19 / 19 answered correctly)
- Guarded switches (13 / 19 answered correctly)
- Anything that is specified in the QRH (17 / 19 answered correctly)

**FINAL, Question (Multiple Choice)**

Who handles making radio calls to ATC on the ground?

A. Captain
B. Pilot Flying (1 / 10 groups answered incorrectly)
C. **First Officer (9 / 10 groups answered correctly)**
D. Pilot Monitoring
## Performance Indicator Rubric

**Course:** FSCI 2250 Instrument Flight Foundations  
**Instructor:** Stephen Belt

**Semester Taught:** **FALL 2021**  
**Number of Students in Course:** 25

### FLIGHT SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
</table>
| **SLO 1:** Conduct aviation operations in a professional, safe, and efficient manner. | 1_16 Multiple Choice 64.29%  
1_23 Multiple Choice 85.71%  
1_40 Multiple Choice 78.57%  
L Chart Multiple Choice 6.96.3%  
2_6 Multiple Choice 48.15%  
2_18 Multiple Choice 81.48%  
3_17 Multiple Choice 88.46%  
3_14 Multiple Choice 69.23%  
3_03 Multiple Choice 80.77%  
**AVG: 76.95%** | **Yes** |
| **SLO 5:** An ability to apply the techniques, skills, and modern aviation tools to perform aviation related tasks of a professional pilot. | 1_38 Fill in the Blank 67.86%  
1_3 Multiple Choice 92.86%  
1_19 Multiple Choice 35.71%  
2_9 Multiple Choice 92.59%  
2_3 Multiple Choice 59.26%  
2_13-17 Essay 55.56%  
FAA_3 ILS MAP Multiple Choice 61.54%  
3_25 Multiple Choice 80.77%  
3_21 Multiple Choice 88.46%  
**AVG: 70.37%** | **Yes** |

**FAA IRA Exam Average:** 82.52%
Course Assessment (Intended Use of Results)
The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

Continue to develop course content and delivery methods to enhance learning. Consider adding the support of a qualified upper class student undergraduate assistant. Consider additional practice exams prior to FAA written.

*Attach description of assignment used for assessment and samples of student work.*
FSCI 2250 SLO 1 and 5

Category Performance Report

At-Risk Categories: 0  |  Total Courses: 1
Date Range: 8/31/21 - 12/31/21  |  Category At-Risk Threshold: 70%  |  Needs Review Threshold: 70%
### Flight Science Student Learning Outcomes

At-Risk Categories: 0 | Total Categories: 2

<table>
<thead>
<tr>
<th>CATEGORY NAME</th>
<th>AVERAGE</th>
<th>ASSESSMENTS</th>
<th>STATUS</th>
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<td>SLO 1: Conduct aviation operations in a professional environment</td>
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<tr>
<td>SLO 2: An ability to apply the techniques, skills, and knowledge</td>
<td>70.37%</td>
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**ASSESSMENT NAME**

- **FSCI 2250 Fall 2021 Exam 1**: 76%  
  - 3 questions
- **FSCI 2250 Exam 2 (Fall 2021) (Duplicate)**: 75%  
  - 3 questions
- **Exam 3**: 79%  
  - 3 questions
- **FSCI 2250 Fall 2021 Exam 1**: 65%  
  - 3 questions
- **FSCI 2250 Exam 2 (Fall 2021) (Duplicate)**: 69%  
  - 3 questions
- **Exam 3**: 77%  
  - 3 questions
Report Guide

KR20 - Measures exam reliability, generally ranges between 0.00 and 1.0. The closer it is to 1.0 the more reliable an exam is considered because its questions do a good job consistently discriminating among higher and lower performing students.

Standard Deviation (Stdev) - Measures variability or how wide the grade distribution spreads out. Range: 0.00 – 1.00. A low stdev indicates that most of the testers are close to average. A high stdev indicates that there is a wide variation of scores within the exam.

Point Biserial - Measures item reliability by correlating student scores on one particular question with their scores on the test as a whole. The closer the point biserial correlation is to 1.0 the more reliable the question is considered.

Difficulty - Measures how difficult an item is, the lower the number the harder the item. As a rule of thumb, it’s best to follow the 10% easy, 80% medium and 10% hard range of difficulty on each exam.

Discrimination Index (Disc. Index) - Measures the item quality, and should be analyzed alongside item difficulty. For example if an item has a low difficulty number (meaning the item is quite difficult), but a high Disc Index, the item should be reviewed or removed as low scoring students seem to be getting this difficult item correct.

Assessment Performance Stats

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<tr>
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<th>Mean</th>
<th>Median</th>
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1. Question ID: 9520 | Type: MULTIPLE CHOICE

1_40

Categories

AABI Student Learning Outcomes Flight Science Student Learning Outcomes

Question Performance Stats

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Answer Choices

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<th>Upper 27 pct</th>
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<th>Point Value</th>
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<tbody>
<tr>
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<td>For WAAS-certified GPS equipment, you must verify that</td>
<td>17.86 pct</td>
<td>0.29</td>
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<td>0 pct</td>
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</tr>
<tr>
<td>B</td>
<td>For non-WAAS GPS equipment, you must verify that RAIM will be available for the intended route and duration of the flight and ensure that your GPS navigational database is current.</td>
<td>⬤</td>
<td>78.57 pct</td>
<td>0.41</td>
<td>0.5</td>
<td>100 pct</td>
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<tr>
<td>C</td>
<td>For all GPS equipment, you must verify that WAAS will be available for the intended route and duration of the flight and ensure that your GPS navigational database is current.</td>
<td></td>
<td>3.57 pct</td>
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<td>0 pct</td>
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<tr>
<td>D</td>
<td>You do not have to do anything. The system does it for you.</td>
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<td>0 pct</td>
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2. Question ID: 9388 | Type: MULTIPLE CHOICE

1_16

Categories

AABI Student Learning OutcomesFlight Science Student Learning Outcomes

Question Performance Stats

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<td>Direct and immediate</td>
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4. Question ID: 9391 | Type: MULTIPLE CHOICE

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<tbody>
<tr>
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<td>The airspeed indicator will show lower than actual airspeed, the VSI will read zero, and the altimeter will be frozen at the altitude the</td>
<td></td>
<td>32.14 pctl</td>
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<td>blockage occurred.</td>
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<td></td>
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<td>28.57 pct</td>
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<tr>
<td>C</td>
<td>The airspeed indicator will show faster than actual airspeed, the VSI will read zero, and the altimeter will be frozen at the altitude the blockage occurred.</td>
<td>✓</td>
<td>35.71 pct</td>
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<td>75 pct</td>
<td>25 pct</td>
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<tr>
<td>D</td>
<td>The airspeed indicator will give incorrect readings, the VSI freeze at the rate of descent it indicated when the blockage occurred, and the altimeter will be frozen at the altitude the blockage occurred.</td>
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5. Question ID: 9374 | Type: MULTIPLE CHOICE

1_23

Categories

Flight Science Student Learning OutcomesFSCI 2250 Course Level Objectives

**Question Performance Stats**

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<th>Total Points</th>
<th>Difficulty</th>
<th>Avg. Answer Time</th>
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**Answer Choices**

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<th>Disc. Index</th>
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<th>Lower 27 pct</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>A</td>
<td>The pilot-in-command must enter date, place, bearing error in the aircraft log or other record.</td>
<td></td>
<td>0 pct</td>
<td>0.00</td>
<td>0</td>
<td>0 pct</td>
<td>0 pct</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>The pilot-in-command must enter the date, place, bearing error, and sign the aircraft log book</td>
<td></td>
<td>7.14 pct</td>
<td>0.21</td>
<td>-0.125</td>
<td>0 pct</td>
<td>12.5 pct</td>
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</tr>
<tr>
<td>C</td>
<td>The person conducting the check must enter date, place,</td>
<td></td>
<td>7.14 pct</td>
<td>-0.09</td>
<td>0</td>
<td>0 pct</td>
<td>0 pct</td>
<td>0</td>
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<tr>
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<td>Correct Answer</td>
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<td>Disc. Index</td>
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<tr>
<td></td>
<td>and bearing error in the aircraft log books.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>The person conducting the check must enter the date, place, and bearing error and sign the aircraft log or other record.</td>
<td>☐ 85.71 pct 0.09</td>
<td>0.125</td>
<td>100 pct</td>
<td>87.5 pct</td>
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6. Question ID: 9518 | Type: FILL IN THE BLANK
1_38

Categories

Flight Science Student Learning OutcomesFSCI 2250 Course Level Objectives

**Question Performance Stats**

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<th>Difficulty</th>
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<th># Incorrect</th>
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<td>decrease power</td>
<td>power back</td>
<td>power idle</td>
<td>power out</td>
<td>power to idle</td>
<td>pull back</td>
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<tr>
<td>2</td>
<td>level the wing</td>
<td>level the wings</td>
<td>level wings</td>
<td>level wings</td>
<td>level wings</td>
<td>level</td>
</tr>
<tr>
<td>3</td>
<td>bring nose back to desired attitude</td>
<td>bring nose up</td>
<td>gently nose up</td>
<td>nose up</td>
<td>pitch up to level</td>
<td>pitch back</td>
</tr>
</tbody>
</table>
Item Analysis for FSCI 2250 Exam 2 (Fall 2021) (Duplicate)

Report Guide

KR20 - Measures exam reliability, generally ranges between 0.00 and 1.0. The closer it is to 1.0 the more reliable an exam is considered because its questions do a good job consistently discriminating among higher and lower performing students.

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Difficulty - Measures how difficult an item is, the lower the number the harder the item. As a rule of thumb, it’s best to follow the 10 pct easy, 80 pct medium and 10 pct hard range of difficulty on each exam.

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Assessment Performance Stats

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<th>Median</th>
<th>Min</th>
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<td>81.15 (81.15 pct)</td>
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1. Question ID: 10146 | Type: MULTIPLE CHOICE

2. Question

Categories

Flight Science Student Learning Outcomes FSCI 2250 Course Level Objectives

Question Performance Stats

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<th>Avg. Answer Time</th>
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Answer Choices

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<th>Disc. Index</th>
<th>Upper 27 pct</th>
<th>Lower 27 pct</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>A</td>
<td>Obstruction clearance within</td>
<td>☰</td>
<td>59.26 pct</td>
<td>0.25</td>
<td>0.32142857142857145</td>
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### Question Performance Stats

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<th>Difficulty</th>
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<th>Disc. Index</th>
<th>Upper 27 pct</th>
<th>Lower 27 pct</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
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<td>She may fly the flight plan she has filed, including the altitudes and departure procedures.</td>
<td>29.63 pct</td>
<td>0.18</td>
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<td>12.5</td>
<td>28.57 pct</td>
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<tr>
<td>B</td>
<td></td>
<td>11.11</td>
<td>0.12</td>
<td>-0.01785714285714285</td>
<td>12.5</td>
<td>14.29</td>
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<td>-------------</td>
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</tr>
<tr>
<td></td>
<td>route she has filed, and is automatically cleared to her destination.</td>
<td></td>
<td>pct</td>
<td></td>
<td></td>
<td>pct</td>
<td>pct</td>
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<tr>
<td>C</td>
<td>She may fly the entire flight plan she has filed, and is automatically cleared to her destination.</td>
<td></td>
<td>11.11 pct</td>
<td>0.09</td>
<td>-0.01785714285714285</td>
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<tr>
<td>D</td>
<td>She may fly the route she has filed, but she will still receive a clearance limit, altitudes, and departure procedures.</td>
<td>●</td>
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3. Question ID: 10152 | Type: MULTIPLE CHOICE

2.9

Categories

Flight Science Student Learning Outcomes FSCI 2250 Course Level Objectives

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**Answer Choices**

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<td>0 pctl</td>
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<td>300 feet below traffic pattern altitude</td>
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<tr>
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2_18

Categories

Flight Science Student Learning Outcomes

FSCI 2250 Course Level Objectives

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5. Question ID: 17094 | Type: MULTIPLE CHOICE

L Chart 6 MC

Categories

Flight Science Student Learning Outcomes

**Question Performance Stats**

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</table>
Item Analysis for Exam 3 (Duplicate)

Report Guide

**KR20** - Measures exam reliability, generally ranges between 0.00 and 1.0. The closer it is to 1.0 the more reliable an exam is considered because its questions do a good job consistently discriminating among higher and lower performing students.

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### Assessment Performance Stats

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<th>Median</th>
<th>Min</th>
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<tbody>
<tr>
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1. Question ID: 10610 | Type: MULTIPLE CHOICE

3_03

Categories

Flight Science Student Learning Outcomes

### Question Performance Stats

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<th>Difficulty</th>
<th>Avg. Answer Time</th>
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**Answer Choices**

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<th>Percent Selected</th>
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<th>Lower 27 pct</th>
<th>Point Value</th>
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<tr>
<td>Seq</td>
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<td>Percent Selected</td>
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<td>Disc. Index</td>
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<td>Lower 27 pct</td>
<td>Point Value</td>
</tr>
<tr>
<td>-----</td>
<td>----------------</td>
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<td>------------------</td>
<td>----------------</td>
<td>-------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>outbound toward the procedure turn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>When you are headed to the airport</td>
<td>0 pct</td>
<td>0.00</td>
<td>0</td>
<td>0 pctl</td>
<td>0 pctl</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>With a Maltese Cross</td>
<td>11.54 pctl</td>
<td>0.40</td>
<td>-0.2857142857142857</td>
<td>0 pctl</td>
<td>28.57 pctl</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>It is when you are established on the published route and proceeding inbound to the final approach fix, are properly aligned with the final approach course, and are located within the prescribed distance from the FAF.</td>
<td>80.77 pctl</td>
<td>0.30</td>
<td>0.4285714285714286</td>
<td>100 pctl</td>
<td>57.14 pctl</td>
<td>1</td>
<td></td>
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2. Question ID: 10621 | Type: MULTIPLE CHOICE

3_14

Categories

AABI Student Learning Outcomes Flight Science Student Learning Outcomes

**Question Performance Stats**

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<tr>
<td>18</td>
<td>8</td>
<td>0</td>
<td>75 pctl</td>
<td>43 pctl</td>
<td>0.32</td>
<td>0.28</td>
<td>2.00</td>
<td>0.69</td>
<td>01:26</td>
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**Answer Choices**

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<th>Percent Selected</th>
<th>Point Biserial</th>
<th>Disc. Index</th>
<th>Upper 27 pct</th>
<th>Lower 27 pct</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 minutes 54 seconds at 60 KIAS</td>
<td>19.23 pctl</td>
<td>-0.04</td>
<td>-0.0357142857142857</td>
<td>25 pctl</td>
<td>28.57 pctl</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>4.9 DME from the Dodge City VORTAC</td>
<td>69.23 pctl</td>
<td>0.28</td>
<td>0.32142857142857145</td>
<td>75 pctl</td>
<td>42.86 pctl</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>1.1 NM</td>
<td>3.85 pctl</td>
<td>0.49</td>
<td>-0.14285714285714285</td>
<td>0 pctl</td>
<td>14.29</td>
<td>0</td>
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<td>Disc. Index</td>
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<tr>
<td>-----</td>
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<td>----------------</td>
<td>-------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>DDC 3.8</td>
<td>7.69 pct</td>
<td>0.19</td>
<td>-0.14285714285714285</td>
<td>0 pct</td>
<td>14.29 pct</td>
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3. Question ID: 10624 | Type: MULTIPLE CHOICE

3_17

Categories

Flight Science Student Learning Outcomes

**Question Performance Stats**

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<tr>
<td>23</td>
<td>3</td>
<td>0</td>
<td>100 pct</td>
<td>57 pct</td>
<td>0.43</td>
<td>0.58</td>
<td>2.00</td>
<td>0.88</td>
<td>00:59</td>
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**Answer Choices**

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<th>Disc. Index</th>
<th>Upper 27 pct</th>
<th>Lower 27 pct</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>IF you are on glide slope, you will cross the runway threshold at 55’ AGL</td>
<td>●</td>
<td>88.46 pct</td>
<td>0.58</td>
<td>0.4285714285714286</td>
<td>100 pct</td>
<td>57.14 pct</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>IF you are on glide slope, you will touch down 55’ past the threshold</td>
<td></td>
<td>3.85 pct</td>
<td>0.30</td>
<td>-0.14285714285714285</td>
<td>0 pct</td>
<td>14.29 pct</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>The Tower Clearance Height is 55’</td>
<td></td>
<td>7.69 pct</td>
<td>0.47</td>
<td>-0.2857142857142857</td>
<td>0 pct</td>
<td>28.57 pct</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>The Tower Enroute Clearance is on page 55</td>
<td></td>
<td>0 pct</td>
<td>0.00</td>
<td>0</td>
<td>0 pct</td>
<td>0 pct</td>
<td>0</td>
</tr>
<tr>
<td>Seq</td>
<td>Answer Choices</td>
<td>Correct Answer</td>
<td>Percent Selected</td>
<td>Point Biserial</td>
<td>Disc. Index</td>
<td>Upper 27 pct</td>
<td>Lower 27 pct</td>
<td>Point Value</td>
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<tr>
<td>-----</td>
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<td>----------------</td>
<td>-------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>B</td>
<td>He should descend no lower than 7449 and proceed for 4:36 to the MAP</td>
<td>19.23 pct</td>
<td>0.07</td>
<td>-0.2857142857142857</td>
<td>0 pct</td>
<td>28.57 pct</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>He should descend no lower than 7780 and proceed for 4:36 to the MAP</td>
<td>80.77 pct</td>
<td>0.07</td>
<td>0.2857142857142857</td>
<td>100 pct</td>
<td>71.43 pct</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>He should immediately turn left to enter the hold at TARGY and query the controller</td>
<td>0 pct</td>
<td>0.00</td>
<td>0</td>
<td>0 pct</td>
<td>0 pct</td>
<td>0</td>
<td></td>
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</tbody>
</table>

6. Question ID: 14829 | Type: MULTIPLE CHOICE
FAA_3 ILS MAP

Categories
Flight Science Student Learning Outcomes

**Question Performance Stats**

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<th>Lower 27 pct</th>
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<th>Point Biserial</th>
<th>Total Points</th>
<th>Difficulty</th>
<th>Avg. Answer Time</th>
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</thead>
<tbody>
<tr>
<td>40</td>
<td>38</td>
<td>17</td>
<td>75 pct</td>
<td>29 pct</td>
<td>0.46</td>
<td>0.50</td>
<td>2.00</td>
<td>0.66</td>
<td>00:49</td>
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</table>

**Answer Choices**

<table>
<thead>
<tr>
<th>Seq</th>
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<th>Correct Answer</th>
<th>Percent Selected</th>
<th>Point Biserial</th>
<th>Disc. Index</th>
<th>Upper 27 pct</th>
<th>Lower 27 pct</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>permitted to continue the approach and descend to the DH.</td>
<td>0 pct</td>
<td>0.00</td>
<td>0</td>
<td>0 pct</td>
<td>0 pct</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>required to immediately begin the prescribed missed approach procedure.</td>
<td>38.46 pct</td>
<td>0.50</td>
<td>-0.4642857142857143</td>
<td>25 pct</td>
<td>71.43 pct</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Seq</td>
<td>Answer Choices</td>
<td>Correct Answer</td>
<td>Percent Selected</td>
<td>Point Biserial</td>
<td>Disc. Index</td>
<td>Upper 27 pct</td>
<td>Lower 27 pct</td>
<td>Point Value</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------</td>
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<td>------------------</td>
<td>----------------</td>
<td>----------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>C</td>
<td>permitted to continue the approach and descend to the localizer MDA.</td>
<td><img src="image" alt="Correct Answer" /></td>
<td>61.54 pct</td>
<td>0.50</td>
<td>0.4642857142857143</td>
<td>75 pct</td>
<td>28.57 pct</td>
<td>1</td>
</tr>
</tbody>
</table>
Performance Indicator Rubric

Course: FSCI 2650 Navigation Foundations  
Course Instructor: Jack Schwarz

Semester Taught: Spring 2022  
Number of Students in Course: 27

FLIGHT SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.</td>
<td>Quiz 1: 96.3%</td>
<td>Yes.</td>
</tr>
<tr>
<td>SLO 5: An ability to apply the techniques, skills, and modern aviation tools to perform aviation related tasks of a professional pilot.</td>
<td>Final Exam - #1: 85.19%</td>
<td>Yes.</td>
</tr>
</tbody>
</table>

Course Assessment (Intended Use of Results)
The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

Recommendation is to continue the current methods of presenting the course materials to the class.

*Attach description of assignment used for assessment and samples of student work.*
Navigation: Quiz 1

Question 1. Given: Ground speed 150 kts; Fuel burn 25 USgal/hr; 19.5 USgal/$
1 barrel ($105 per barrel).

<table>
<thead>
<tr>
<th>Distance</th>
<th>Time (min)</th>
<th>Fuel Burn (USgal)</th>
<th>Fuel Burn (bbl)</th>
<th>Cost ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>19 min</td>
<td>5.5</td>
<td>0.20</td>
<td>$27</td>
</tr>
<tr>
<td>90</td>
<td>36.5 min</td>
<td>15.6</td>
<td>0.77</td>
<td>$81</td>
</tr>
</tbody>
</table>

5.35 gals

Question 2.

<table>
<thead>
<tr>
<th>Mach</th>
<th>SAT (°C)</th>
<th>TAS (kts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.8</td>
<td>-23</td>
<td>410 kts</td>
</tr>
<tr>
<td>1.4</td>
<td>-55</td>
<td>810 kts</td>
</tr>
</tbody>
</table>

Question 3.

<table>
<thead>
<tr>
<th>Indicated Alt.</th>
<th>SAT (°C)</th>
<th>True Altitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000</td>
<td>-55</td>
<td>760</td>
</tr>
<tr>
<td>25,000</td>
<td>-23</td>
<td>20200</td>
</tr>
</tbody>
</table>
1. G/S = 300 kts, Distance to go = 560 nm. What is time to go? (1 pt)

\[ \text{distance} = \text{rate} \times \text{time} \]
\[ 560 \text{ nm} = 300 \text{ kts} \times \text{time} \]
\[ \text{time} = \frac{560}{300} \text{ hours} \]
\[ = 1.86 \text{ hours} \]
\[ = 112 \text{ min} \]

2. Course 275°T, TAS 120 kts, Wind speed = 30 kts. From which directions (in degrees) will the
Performance Indicator Rubric

Course: FSCI 3550 Flight 5  
Course Instructor: Ryan Boyer  
Semester Taught: Spring 2022  
Number of Students in Course: 15

FLIGHT SCIENCE CONCENTRATION

| Student Learning Outcome Assessed | Assessment Results: (Percentage of student written exams and stage checks passed on first attempt) | Benchmark achieved?  
(Benchmark: 70% of student written exams and stage checks passed on first attempt) |
|----------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| SLO 1: Conduct aviation operations in a professional, safe, and efficient manner. | Written Exam Pass Rate: 92%  
Stage Check Pass Rate: 79% | Yes |
| SLO 5: An ability to apply the techniques, skills, and modern aviation tools to perform aviation related tasks of a professional pilot. | Written Exam Pass Rate: 92%  
Stage Check Pass Rate: 79% | Yes |

Description of Assessment: The student assessment consists of multiple-choice module written exams as well as stage check practical exams. Written exams require a minimum score of 70% in order to pass. Each stage check consists of an oral portion and a flight portion, and satisfactory or unsatisfactory performance is determined in accordance with the Module Completion Standards and/or the appropriate Airmen Certification Standards (ACS)/Practical Test Standards (PTS). Attached are samples of the module completion standards included in the approved Training Course Outline. This document describes the expectations and assessment standards for stage check oral and flight checks. Also attached is a sample of a student’s completed module written exam.

Recommendations: Continue to identify and discuss student stage check deficiencies with the instructional staff each semester. Revisions to course content and/or module completion standards will be made as needed to ensure adequate student preparation.
Module 10

Multiengine Aircraft Operations

Prerequisites: Prior to beginning this module the student must be enrolled in the Commercial Pilot Added Rating Course, must hold a Commercial Pilot Airplane Single-engine Land certificate and must possess a valid Medical Certificate.

Objective: To complete the aeronautical knowledge and flight training required to prepare students to pass the Commercial Pilot Airplane Multiengine Land Added Class Rating Practical Exam.

Completion Standards:

- The student must meet the following minimum training time requirements during this module:

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<th>TOTAL</th>
<th>OTHER</th>
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<td>Inst. Ref.</td>
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<td>Total</td>
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<tr>
<td>9.5</td>
<td>4.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

- Prior to completion of the module, students must pass a written exam to evaluate their understanding of the required knowledge areas included in the Commercial Pilot Airmen Certification Standards for an added Airplane Multiengine Land class rating.

- Prior to completion of the module, students must pass a stage check to evaluate their ability to:
  1) Demonstrate all applicable Tasks as specified in the Commercial Pilot Airplane Airmen Certification Standards within the established standards.
  2) Demonstrate mastery of the aircraft by performing each Task successfully.
  3) Demonstrate proficiency and competency in accordance with the standards.
  4) Demonstrate sound judgment and exercise aeronautical decision making and risk management.
Notes:

• Lessons may be completed out of sequence as necessary to meet academic goals set by the instructor.

• Multiple instructional periods may be required to meet lesson requirements.
### PILOT LOG

<table>
<thead>
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<th>Student 1:</th>
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<td>01 APR 2022</td>
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<table>
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<th>PQ:</th>
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<tr>
<td>Flight V R6.9</td>
<td>F9 DL-FLT CHECK</td>
<td>N#1 N475PC</td>
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<th>Resource Type</th>
<th>Total Hobbs Time:</th>
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<th>Night Landings:</th>
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<tr>
<td>Flight</td>
<td>Check Ride</td>
<td>N#1 N475PC</td>
<td>Piper Archer</td>
<td>1.8</td>
<td>4</td>
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<table>
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<th>Single Engine</th>
<th>Multi Engine</th>
<th>Night</th>
<th>Actual Instrument</th>
<th>Simulated Instrument</th>
<th>Flight Simulator</th>
<th>XC</th>
<th>Flight Instructor</th>
<th>Dual Received</th>
<th>PIC</th>
<th>Total</th>
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<td>1.8</td>
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<td>0.0</td>
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<td>1.8</td>
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## COURSE MINIMUMS

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<th>Unit Actual</th>
<th>Stage Required</th>
<th>Stage Actual</th>
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<tr>
<td>Dual - Local (Hours) - Dual Flight Instruction - Local</td>
<td>1.8</td>
<td>1.8</td>
<td>10.8</td>
<td>12.6</td>
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<tr>
<td>Total Flt Time (Hours) - Total Flight Time for Each Flight Training Activity</td>
<td>1.8</td>
<td>1.8</td>
<td>24.5</td>
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<tr>
<td>Pre/Post Brief (Hours) - Pre-flight and post-flight briefing time</td>
<td>0.4</td>
<td>0.4</td>
<td>4.4</td>
<td>4.6</td>
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<tr>
<td>ATD (Hours) - Aviation Training Device</td>
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<td>4.5</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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<tr>
<td>Dual - XC (Hours) - Dual Flight Instruction - Cross Country Total</td>
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<td>2.0</td>
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<tr>
<td>Ground Training (Hours) - Ground Training Received During Ground Lessons</td>
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<tr>
<td>Inst Ref - Total (Hours) - Total Instrument Flight Time - Simulated or Actual</td>
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<td>0.0</td>
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<td>Solo - Total (Hours) - Solo Flight Time - Total</td>
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<td>0.0</td>
<td>11.7</td>
<td>11.7</td>
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</table>

## ACTIVITY GRADESHEET

Instructor: --------------------------  Student 1: --------------------------  Unit Grade: S
Course: Flight VR5.9  Unit: F9 DL-FLT CHECK  Activity Type: Flight  Activity Subtype: Check Ride
Comments:

### Completion Standard
The student will meet all standards of knowledge, judgment, and skill as specified in the Commercial Pilot Airmen Certification Standards for the issuance of a Commercial Pilot ASEL Certificate.

### Objective Block
To evaluate the student according to the Commercial Pilot Airmen Certification Standards and to determine whether the student is prepared to pass the Commercial Pilot Practical Test.
<table>
<thead>
<tr>
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<th>Line Item Description</th>
<th>Prev</th>
<th>Line Item Grade</th>
<th>U/M Reason</th>
<th>Attp</th>
<th>Line Item Comment</th>
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</thead>
<tbody>
<tr>
<td>01 F15 General</td>
<td>Preflight Procedures(Ev)</td>
<td>S</td>
<td>U</td>
<td>I</td>
<td>NA</td>
<td>0</td>
</tr>
<tr>
<td>leg SLU-Flt Bsc</td>
<td>Airport Operations(Ev)</td>
<td>S</td>
<td>U</td>
<td>I</td>
<td>NA</td>
<td>0</td>
</tr>
<tr>
<td>leg SLU-Maavr</td>
<td>Takeoffs, Landings, and Go-around(Ev)</td>
<td>S</td>
<td>U</td>
<td>I</td>
<td>NA</td>
<td>0</td>
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<tr>
<td>leg SLU-Maavr</td>
<td>Performance Maneuvers(Ev)</td>
<td>S</td>
<td>U</td>
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<td>NA</td>
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<tr>
<td>ACS Perform</td>
<td>Steep Turns(Ev)</td>
<td>Optional</td>
<td>S</td>
<td>U</td>
<td>I</td>
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<tr>
<td>01 Used ETA LI</td>
<td>Steep Spirals(Ev)</td>
<td>Optional</td>
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<tr>
<td>01 F15 Maneuver</td>
<td>Chandeliers(Ev)</td>
<td>Optional</td>
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<tr>
<td>01 F15 Maneuver</td>
<td>Lazy Eights(Ev)</td>
<td>Optional</td>
<td>S</td>
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<tr>
<td>ACS Perform</td>
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<tr>
<td>leg SLU-Nava</td>
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<td>leg SLU-Maavr</td>
<td>Stalls(Ev)</td>
<td>S</td>
<td>U</td>
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<tr>
<td>leg SLU-Stand</td>
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<td>U</td>
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<tr>
<td>ACS Post Flt</td>
<td>After Landing, Parking and Securing</td>
<td>S</td>
<td>U</td>
<td>I</td>
<td>NA</td>
<td>0</td>
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<tr>
<td>01 F15 General</td>
<td>Daily Lesson Performance Grade</td>
<td>S</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</table>
This assessment includes all students (both Flight Science and Aviation Management) registered in ASCI 4050 Human Factors for the Fall 2021 semester. ASCI 4050 Human Factors was taught on ground (-01 section) and online (-10 section) during the Fall 2021 Semester. Assessment results are provided for both.

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results:</th>
<th>Benchmark achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.</td>
<td>On Ground Cohort: Test #1: 82.5%</td>
<td>On Ground Cohort: Test #1: Yes</td>
</tr>
<tr>
<td></td>
<td>Online Cohort: Test #1: 91.9%</td>
<td>Online Cohort: Test #1: Yes</td>
</tr>
</tbody>
</table>
| SLO 3: Apply effective oral and written communication skills to function effectively in the aviation environment. | Human performance and individual differences  
Test#2: 88.1%  
Altitude physiology  
Test #3: 81.2 %  
Vision and visual illusions  
Final Examination: 84.0%  
Hearing, the vestibular system, and communication. | Test #2: Yes  
Test #3: Yes  
Final Examination: Yes |  
|---|---|---|---|
| On Ground Cohort  
Paper Avg: 92.6%  
PowerPoint Avg: 92.7%  
Presentation Avg: 90.1% | Online Cohort  
Paper Avg: 91.3%  
PowerPoint Avg: 90.0 %  
Presentation Avg: 91.3% | On Ground Cohort  
Paper average: Yes  
PowerPoint average: Yes  
Presentation average: Yes |  
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</thead>
<tbody>
<tr>
<td>SLO 5: Apply knowledge of business principles in aviation-related areas.</td>
<td>Not measured – see recommendation below</td>
<td>Not measured – see recommendation below</td>
<td></td>
</tr>
</tbody>
</table>

**Course Assessment (Intended Use of Results)**

The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.
SLO 1 – Human Factors seeks to help the student understand characteristics within the scope of human performance (capabilities and limitations) to assist in making decisions on flight operations and crew interactions in effort to conduct aviation operations in a professional, safe, and efficient manner. The course is focused primarily on flight crews, however, managers with responsibilities for flight operations and safety will benefit from a better understanding of human performance. I did not include a specific measure targeting this SLO so my first recommendation for Fall 2022 will be to develop a more exacting measure. Much like other classes, Human Factors serves as an adjunct to flight operations; in that the material covered in the course is designed to support professional, safe and efficient flight without actually occurring on the flight deck. As such, in supporting professional, safe and efficient flight, a preponderance of course performance will serve as a facsimile to a more-specific assessment measure. Topical course content included altitude physiology, vision and visual illusions, hearing and the vestibular apparatus including vestibular illusions and communication. Each of the four topical content areas informs safe flight operations. It should be noted that these measures are not ideal and my recommendations include developing more-specific measures for all of the SLO performance indicators.

SLO 3 – Effective oral and written communication skills are a prerequisite to safe operations. Oral and written communication assessment was conducted using a paper and presentation (including a PowerPoint presentation) surrounding an aviation accident involving human factors. This assessment was made using three measures. The paper average is the score based on the group report submission discussing a human factors accident (see Paper Average in SLO 3 table above). The PowerPoint average is the score based on the overall quality of the PowerPoint presentation submitted by each group (see PowerPoint Average in SLO 3 table above). The Presentation average is the score based on oral presentation made by each group in front of the class (see Presentation Average in SLO 3 table above). Although the SLO 3 assessment was positive, one recommendation arises based on the extremely limited amount of time I provided this semester covering the important topic of communication. Although I can include communications content in the Team Resource Management course (a follow-on course related to human factors), I plan to discuss some deemphasis on altitude physiology in order to expand on topics involved in communication.

SLO 5 – The application of business principles in aviation-related areas is somewhat out-of-place in a course surrounding Human Factors. Although Human Factors is rooted in safe operations and safe operations are a necessary component for the operation of a business, the connection between Human Factors and business principles is indirect. A review of some the available textbooks on Human Factors suggests a similar observation. Consequently, my recommendation is to remove SLO 5 as something to assess in Human Factors.
This assessment includes all students (both Flight Science and Aviation Management) registered in ASCI 4050 Human Factors for the Fall 2021 semester. ASCI 4050 Human Factors was taught on ground (-01 section) and online (-10 section) during the Fall 2021 Semester. Assessment results are provided for both.

**FLIGHT SCIENCE CONCENTRATION**

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.</td>
<td>On Ground Cohort Test #1: 82.5% Online Cohort Test #1: 91.9% Human performance and individual differences Human performance and individual differences</td>
<td>On Ground Cohort Test #1: Yes Online Cohort Test #1: Yes Test #2: Yes Test #3: Yes</td>
</tr>
<tr>
<td>Test #2: 88.1%</td>
<td>Test #2: 82.7%</td>
<td>Final Examination: Yes</td>
</tr>
<tr>
<td>Altitude physiology</td>
<td>Altitude physiology</td>
<td></td>
</tr>
<tr>
<td>Test #3: 81.2%</td>
<td>Test #3: 92.5%</td>
<td></td>
</tr>
<tr>
<td>Vision and visual illusions</td>
<td>Vision and visual illusions</td>
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</tr>
<tr>
<td>Final Examination: 84.0%</td>
<td>Final Examination: 88.9%</td>
<td></td>
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<tr>
<td>Hearing, the vestibular system, and communication</td>
<td>Hearing, the vestibular system, and communication</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO 2: Describe historical trends, current issues, and emerging opportunities in aviation.</th>
<th>On Ground Cohort</th>
<th>Online Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test #1: 82.5%</td>
<td>Test #1: Yes</td>
<td>Test #1: Yes</td>
</tr>
<tr>
<td>Human performance and individual differences</td>
<td>Human performance and individual differences</td>
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</table>

<table>
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<tr>
<th>SLO 4: Articulate the value of integrity, lifelong learning, and building diverse teams in serving and leading others.</th>
<th>On Ground Cohort</th>
<th>Online Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Avg: 92.6%</td>
<td>Paper Avg: 92.7%</td>
<td>Paper: Yes</td>
</tr>
<tr>
<td>Presentation Avg: 90.1%</td>
<td>Presentation Avg: 90.5%</td>
<td>Presentation: Yes</td>
</tr>
<tr>
<td>Peer Assessment: Generally positive</td>
<td>Peer Assessment: Generally positive</td>
<td>Peer assessment: Qualitative measure</td>
</tr>
</tbody>
</table>

**Course Assessment (Intended Use of Results)**

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SLO 2 – The first few weeks of Human Factors (ASCI 4050) involves the discussion of the historical underpinnings of human capability and human limitations. From the onset of research on human performance in aviation to the contemporary use of human factors cockpit measurement through Line Operations Safety Audits (LOSA) to inform contemporary training paradigm (Advanced Quality Programs (AQP)). As mentioned previously, I did not identify a specific way of assessing SLO 2. That said, Test #1 is an ideal fit as it corresponds to the past, present, and future of human factors in aviation. That said, one recommendation I plan to apply is to identify a more-comprehensive assessment measure for SLO 2 that speaks more specifically and explicitly to a timeline associated with the evolution of human factors.

SLO 3 – The paper and presentation exercise stressed the importance of diversity in team operations, leadership of diverse teams and generating consensus on teams. The results were generally quite positive as evidenced by the paper and presentation score detailed above. Additionally, each team member was asked to rate the performance of other team members. Generally speaking, the feedback provided by the peer assessment was positive suggesting, with a few exceptions, teams were generally cohesive and worked well together. Although integrity and lifelong learning were touched on, I did not assess the effectiveness of those discussions. In terms of recommendations, it is clear I need to dedicate more class time to discussion of the importance of lifelong learning. Additionally, I need to develop a formal means of assessing the impact of discussions surrounding integrity and lifelong learning.
Examples

*Human Factors Test #1*

**ASCI 4050 Human Factors Test #1 Fall 2021**

Please indicate the best answer on the answer sheet provided.

What country was not involved in the Tenerife accident?

The United States.
The Netherlands.
Spain.
France.

Where did the Pan Am flight originate? (Tenerife accident)

New York.
Los Angeles.
Chicago.
Miami.

Which crew involved in the Tenerife accident had more total flying experience/time?

Pan Am.
KLM.
TWA.
Northwest.

Which captain had more 747 experience/flight time?
The Pan Am captain.
The KLM captain.
The TWA captain.
The Northwest captain.

Which duty-time regulations were considered for more draconian at the time of the Tenerife accident?
The United States.
The Netherlands.
Spain.
France.

The captains of both accident aircraft mentioned weather as an issue prior to the Tenerife accident.
True.
False.

The ____________ aircraft has an ongoing hydraulic leak that was serviced in Tenerife prior to the accident.
Pan Am
KLM.
TWA.
Northwest.

Select the following condition that is best described as a Hardware-Liveware issue.
Hydraulic problem – Crew stress.
Incorrect airport documentation – Crew missing the assigned runway exit.
Poor visibility – Crew unable to see other aircraft.
Flight engineer intimidated – Captain speaking emphatically.

Select the following condition that is best described as a Software-Liveware issue.
Hydraulic problem – Crew stress.
Incorrect airport documentation – Crew missing the assigned runway exit.
Poor visibility – Crew unable to see other aircraft.
Flight engineer intimidated – Captain speaking emphatically.

Select the following condition that is best described as an Environment-Liveware issue.
Hydraulic problem – Crew stress.
Incorrect airport documentation – Crew missing the assigned runway exit.
Poor visibility – Crew unable to see other aircraft.
Flight engineer intimidated – Captain speaking emphatically.

Select the following condition that is best described as a Liveware-Liveware issue.
Hydraulic problem – Crew stress.
Incorrect airport documentation – Crew missing the assigned runway exit.
Poor visibility – Crew unable to see other aircraft.
Flight engineer intimidated – Captain speaking emphatically.

Both captains demonstrated confusion regarding which exit from the runway they were assigned.
True.
False.

The Tower Controllers exhibited some frustration with the ________ flight crew regarding which runway exit they should use.

Pan Am
KLM.
TWA.
Northwest.

The physical environment did not contribute to the Tenerife accident.
True.
False.

According to the in-class presentation, data suggests that over ________ of aviation accidents are attributable to adverse human factors events.

50%.
60%.
70%.
80%.

The focus of Human Factors is the fundamental engineering principles surrounding a system.
True.
False.

The study of Human Factors is focused on?
Humans.
Machines/Systems.
The interface between people and systems.

System factors affect human performance.
True.
False.

Human factors affect system performance.
True.
False.

One focus of human factors should be to improve the quality of life of system users.
True.
False.

__________________ performed research on sensory and motor capabilities.
Cattell.
Galton.
During WWII, researchers determined so-called human factors were the principal cause of aviation fatalities. What was the second leading cause of aviator fatalities?
Combat.
Structural failure.
Engine failures.
Fuel starvation.

Throughout the 1980s and 1990s _________ of Human Factors Society members served as expert witnesses in courts of law.
5%.
10%.
15%.
20%.

In what decade did human factors become a mandate within the Federal Aviation Administration?
1960s.
1970s.
1980s.
1990s.

What airline was first in establishing a formal human factors program for flight crew?
American Airlines.
Delta Airlines.
Northwest Airlines
United Airlines.
In what decade did the Air Transportation Association host its first conference focused on human factors?

1960s.
1970s.
1980s.
1990s.

The first rudimentary simulators training aids were developed in the Applied Psychology Laboratory at?

The University of Southern California.
The University of Illinois.
Cambridge University.
The Ohio State University.

Three additional questions appear on the answer sheet.
In your own words, define Human Factors.

### Differentiate between the terms Human Factors and Ergonomics.

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<tr>
<td>30.</td>
<td>Ergonomics.</td>
</tr>
</tbody>
</table>
Differentiate between capabilities and limitations.

**Human Factors Final Examination**

ASCI 4050 Human Factors Final Examination Fall 2021

Please place the best answer on the sheet provided at the end of this test (feel free to tear off the answer sheet) Good luck!

Of the following, which sense contributes most to spatial orientation?

- Vision
- Vestibular
- Proprioceptive
- Auditory

The vestibular system is in?

- The outer ear
- The middle ear
- The inner ear

Spatial orientation includes the ability to perceive motion and position in?

- One dimension
- Two dimensions
- Three dimensions

Most spatial orientation is provided by?

- The vestibular system
The eyes

The proprioceptive receptors

All pilots are vulnerable to spatial disorientation

True

False

___________ of fatal aircraft accidents are a direct result of spatial disorientation.

20%

40%

60%

80%

Spatial disorientation occurs more frequently in?

General aviation accidents

Commercial aviation accidents

Generally, when vision is compromised, pilots should fall back to instruments to ascertain position and balance.

True

False

True/actual positional orientation and relative motion may not be consistent with the way our body feels.

True

False
How many semi-circular canals contribute to spatial orientation?

1
2
3
4

Extremely low rates of acceleration may result in the vestibular system not sensing movement.

True
False

What is one purpose of the eustachian tubes?

To pass sound waves across the middle ear to the Auditory nerve
To allow ambient pressure to equalize on both sides of the ear drum
To allow ambient pressure to equalize on the middle ear side of the ear drum
To allow ambient pressure to equalize on both sides of the Vestibular Apparatus

Between the Pupil and the Iris, the amount of light allowed into the eye can change at a ratio of

3 to 1
5 to 1
7 to 1
9 to 1
The _______________ acts like an electronic image sensor of a digital camera, converting optical images into electronic signals.

- Crystalline lens
- Cornea
- Iris
- Retina

The fovea surrounds the macula.

- True
- False

The optic disk is sensitive to both colors and shades of grey.

- True
- False

The _______________ protects the eye from dust, debris and infection-causing microorganisms.

- The Sclera
- The Choroid
- The Conjunctiva
- The Macula

_______________ provides approximately 65 to 75 percent of the focusing power of the eye.

- The Cornea
- The Pupil
- The Lens
The Retina

What part of the eye determines eye color?
- The Lens
- The Iris
- The Pupil
- The Retina

Tears have a slightly antiseptic property.
- True
- False

What part of the eye acts as an “aperture?”
- The Iris
- The Pupil
- The Cornea
- The Sclera

The human eye has approximately _________ neurons proving input to the visual cortex.
- 50,000
- 250,000
- 1,000,000
- 5,000,000
Both rods and cones are sensitive to light.

True
False

The center of the macula consists primarily of?
Rods
Cones

The fovea primarily contains
Rods
Cones

Of the following, what is not a primary color sensed by cones
Red
Blue
Orange
Yellow

The human eye can distinguish approximately _________________ different shades of color.
1,000
5,000
50,000
Each ______________ has its own neuron.

Rod  
Cone

___________ are responsible for our peripheral vision.

Rods  
Cones

As light level decreases, the sensing task is passed over from the _______ to the _______.

Rods to the cones  
Cones to the rods

Which of the following carriers were not involved in the 1956 midair collision over the Grand Canyon?

United  
American  
Trans World

Stressors may be described as the body's responses to the demands placed upon it.

True  
False
What part of the eye has the best visual acuity?
- The retina
- The fovea
- The lens
- The cornea

Where is the so-called "Blind Spot" located?
- On the iris
- On the fovea
- On the edge of the lens
- At the optic disk

Peripheral vision is generally accomplished by?
- Rods
- Cones

Colorblindness effects acuity.
- True
- False

Colorblindness is far more prominent in?
- Men
- Women
Images projected on the retina are inverted.
True
False

The ______________ is the light sensitive screen lining the inside of the eyeball.
Sclera
Choroid
Retina

Generally, Rods require higher intensity light than Cones, to provide effective acuity.
True
False

Groups of cones are connected to a single neuron.
True
False

What is the purpose of the Eustachian tube?
To pass sound waves across the middle ear to the Auditory nerve
To allow ambient pressure to equalize on both sides of the ear drum
To allow ambient pressure to equalize on the middle ear of the ear drum
To allow ambient pressure to equalize on both sides of the Vestibular Apparatus
Accommodation is controlled by the
Ciliary muscles
Iris
Lens
Cornea

Generally, Cones are better able to resolve detail than Rods
True
False

Proprioceptive receptors are concentrated?
In the eye
in the ears
In the muscles

Ultimately, avoiding midair collisions is the responsibility of Air Traffic Controllers.
True
False

The frequency band that a healthy young person can hear is
70 - 15,000 cycles per second
80 - 20,000 cycles per second
500-15,000 cycles per second
20 - 20,000 cycles per second

A healthy ear does not produce wax.
True
False

Epithelial migration tends to move from the ear drum to the Pinna
True
False

The outer ear can alter the amplitude of sound waves.
True
False

The outer ear plays a role in the spatial hearing of sounds.
True
False

One side of the tympanic membrane is normally exposed to a liquid.
True
False
The compensation for liquid incompressibility within the inner ear occurs in the?
- Fenestra Cochleae
- Fenestra Vestibuli
- Oval Window

A pilot suffering a head cold may experience pain at altitude due to blocking (clogging) of the?
- Cochlea
- Eustachian Tube
- Tympanum Membrane
- Fenestra Vestibuli

People must use caution when standing near a jet engine due to the excessive?
- Sound frequency
- Sound magnitude (decibels)
- Both above

What are the times of useful consciousness at 20,000 ft. (moderate activity)?
- 5 minutes.
- 1 minute.
- 10 minutes.
- 30 seconds.

If the symptoms of hyperventilation occur at an altitude where hypoxia is not a consideration, what is the correct remedial action?
Descend to MSL.
Decrease rate and depth of breathing.
Increase rate of breathing.
If possible, lay flat and help to calm sufferer.

What increases the risk of DCS occurring in flight?
Scuba diving shortly before flight.
Snorkel diving shortly before flight.
Alcohol.
Smoking.

Dark adaption is one of the first symptoms of hypoxia.
True.
False.

Hypoxic Hypoxia affects night vision.
True.
False.

Anemic Hypoxia can be:
brought on by altitude.
caused by decompression.
caused by smoking.
brought on by fatigue.

In commercial aircraft cabin pressure is normally maintained at:
sea level.
6,000 - 8,000 ft.
10,000 ft.
below 5,000 ft.

DCS is considered a medical emergency.
True.
False.

The "chokes" are associated with:
NIHL.
DCS.
blockage of the alveoli.
oxygen loss.

Breathing 100% oxygen at 40,000 ft. is equivalent of breathing normally at:
sea level
20,000 ft.
40,000 ft.
10,000 ft.
Of the gases in earth’s atmosphere, which is the 3rd highest in terms of percentage?

Xenon
Helium
Argon
Hydrogen

Altitude and ambient pressure are linearly related.
True.
False.

Typically, cabin pressure differential is limited to approximately?

2-4 psi
4-6 psi
6-8 psi
8-10 psi.

Generally, oxygen saturation (approximately 97.5%) is maintained in the human body to an altitude of?

10,000 ft.
15,000 ft.
20,000 ft.
25,000 ft.
Hypoxia may be caused by all the following except for?

Inadequate supply of oxygen
Inadequate transportation of oxygen
Inability of the body tissues to use oxygen
Inadequate hemoglobin in the blood

Generally, the pressure differential between the inside and the outside of a pressurized aircraft is limited to?

3 – 5 psi
5 – 8 psi
8 – 10 psi
10 – 12 psi

Cabin rate of change is generally more-limited (lower) when?

Descending
Ascending

The most common symptom of decompression sickness is?

Joint pain
Lethargy
Distended stomach
Belching
The “creeps” are a condition associated with the respiratory system.
True
False

The Time of Useful Conciseness (TUC) generally describes how long it takes to lose consciousness after a decompression.
True
False

The Effective Performance Time (EPT) generally describes how long it takes before an individual will lose the ability to alleviate a hypoxic condition.
True
False

The four stages of hypoxia include: a) The disturbance stage, b) The indifference stage, c) The critical stage, and d) The compensatory stage. Which of the following represents the transition from bad to worse?
b, c, d, a
a, c, d, b
d, b, a, c
b, d, a, c

Carbon monoxide is necessary for regulating the breathing process.
True
False
The _______________ blood cells carry the oxygen throughout the body.

Red
White
Yellow
Grey

Generally, the average rate of respiration in a healthy male adult is?

11
16
21
30

When an excess of Carbon Dioxide exists in our blood, our breathing will tend to

Increase
Decrease

How many bones are located between the tympanic membrane and the cochlea?

2.
3.
4.
5.
PowerPoint Presentation Examples
Asiana Airlines Flight 214

Pertinent Details

Accident Chain

Human Factors Issues

Human Factors Issues (cont.)

Mitigation

Could this happen again?

References
On November 23rd, 2011, the airplane N690SM impacted the top of the Superstition Mountains near Apache Junction, Arizona. It had just flown from Safford Regional Airport (SAD) to Falcon Field (FFZ), Mesa, Arizona, about 110 miles away and was planning on conducting the same flight in the opposite direction (Aviation Safety Network, 2018). The return flight to SAD from FFZ was conducted under night visual flight rules (VFR) with no moon. The last radar return was received at 18:30 and was approximately coincident with the impact location. The impact location was near the top of a steep mountain that projected to over 5,000 feet MSL. The plane had 6 occupants including the pilot and all 6 people perished. The main human factors building up to this accident were ensuring airworthiness of aircraft, limited visibility due to night without the moon, pilot’s lack of vigilance due to familiarity with the route and surrounding terrain, and lack of communication with ATC.

One of the stakeholders is Ponderosa Aviation, Inc. (PAI). According to the NTSB report they purchased the airplane and relocated it from Indiana to PAI's base at Safford Regional Airport (SAD), Safford, Arizona, about 1 week before the accident (2013). PAI's president conducted the relocation flight under a Federal Aviation Administration (FAA) ferry permit due to an unaccomplished required 150-hour inspection on the airplane (NTSB Report, 2013). The airplane's arrival at SAD terminated the ferry permit, and no inspections were accomplished to render the airplane airworthy after its relocation.

Also of note turbine powered aircraft produced before 2002 with 6 seats or more were required to have a Terrain Awareness and Warning System (TAWS) installed prior to 2005 (NTSB Report, 2013). There was no indication in the aircraft maintenance records nor the crash site that this regulation was complied with. If this aircraft was equipped with a TAWS system perhaps the pilot could have taken appropriate corrective action and the occupants would not have been harmed.
Even though other airworthy airplanes were able to make a flight, PAI’s director of maintenance (DOM), who was the accident pilot, and the director of operations (DO), who were co-owners of PAI along with the president, decided to use the non-airworthy airplane (N690SM) to conduct a personal flight from Safford Regional Airport (SAD) to Falcon Field (FFZ), Mesa in Arizona. As stakeholders in the accident, the DO and DOM planned to fly from SAD to FFZ under night VFR in visual meteorological conditions (VMC). After a safe arrival at the destination, the return flight was to be conducted under night VFR in VMC only by the DOM. The pilot’s children were 3 of the passengers creating more stakeholders in this case (Christie and Berry, 2011). The passengers and their families are all stakeholders in the accident.

The greater community is also a stakeholder in this accident as it occurred in the somewhat famous Superstition Mountains. Many people recreationally hike these mountains and the aircraft impacted very close to a hiking trail. Many people in the nearby city of Apache Junction, AZ witness the flames from the impact. A memorial was constructed in the community for the tragic loss of life in this unfortunate accident (Rupcich, 2020).

A possible contributing human factor was the pilot not using all available equipment and information. According to the pilot’s brother the pilot used to use an iPad for navigation and flew using the ForeFlight software app that has a ‘moving map’ function (NTSB report, 2013). Thus, if he was using the moving map function of ForeFlight he should have been able to determine that the aircraft’s track was on a collision course with the terrain. The investigation found remains of the iPad but was unable to determine whether the pilot adhered to his normal practice of using the iPad for the flight (NTSB report, 2013).

The human factor of complacency played a crucial role in this accident as the pilot was very familiar with the route. He had flown between the two airports several times and had previously accomplished the same flight 2 days before the accident (NTSB Docket, 2013). This familiarity with the flight could have led to complacency in proper planning and avoidance of terrain. A direct course from FFZ to SAD puts the aircraft approximately 3 miles south of the impact mountain but the aircraft did not start its turn on course until 2 miles north of the field as they were instructed to fly straight out for traffic by Falcon Tower (NTSB Report, 2013). Once ATC cleared the turn on course the pilot turned flying directly to the destination airport from their current location and not FFZ airport. This new course put the aircraft directly in line with the impacted mountain. This oversight by the pilot resulted in loss of situational awareness. The pilot did not realize that the combination of the new flightpath and altitude resulted in a collision with the terrain. Further exacerbating this was the fact that there was no moon at the time of the flight which went over mountainous terrain surrounded by sparsely lit terrain. This combination made it impossible to see the approaching mountain.

Another human factor contributing to the collision was the pilot was not in contact with ATC. The airspace directly overlying the area before the mountain was Phoenix Sky Harbor’s class B (Bravo) airspace which went down to 5,000ft mean sea level (MSL) and the highest charted elevation of the impact mountain just outside the class B shelf is 5,070ft MSL. It is possible that since the flight was being conducted under VFR that the pilot thought that they would not get cleared into the class B airspace. This led him to fly below the class B shelf which put the airplane at an altitude lower than the surrounding terrain. Considering how familiar the pilot was with this flight you would think he would have flown in the class B airspace considering out of 619 VFR flight requests 598 were given clearance to enter the Bravo under a subsequent NTSB investigation (NTSB Report, 2013). Nevertheless, the pilot leveled off and was flying at 4,500ft MSL at the time of the collision which occurred about four minutes after the turn on course.

If we take a look at the SHELL model we can see aspects from all sides present in this accident. First looking at Software (maps, documents, checklists), we can see that it seems that there was a lack of map use and a failure to realize the changing altitude. Hardware: the aircraft technically was unairworthy, which shows poor decision making. Also the NTSB had trouble locating an installed TAWS in the wreckage or maintenance logs. Environment: Interestingly the pilot had
completed this same exact flight multiple times before just not on this different flight path. The pilot had become complacent with the surrounding area and failed to maintain situational awareness. An example of liveware to liveware is perhaps the pilot was distracted by the passengers in the aircraft. Three of the passengers were the pilot’s own children so perhaps he was even more distracted than if it were passengers that he did not know. It is important that pilots avoid distractions as much as possible and maintain positive control of the aircraft and situational awareness. In this case it seems like positive control of the aircraft was maintained but situational awareness was lost so the airplane collided with the terrain.

Another human factor at play in this accident is possible night illusions relating to eye physiology. The flight was conducted at night under VFR in VMC with no moon. The area was sparsely light and mountainous terrain. The featureless terrain could have caused an illusion of the airplane being higher than it actually was. At night the eye functions mainly on rods instead of cones which only see in black and white. Since the mountain was not lit and the surrounding terrain was sparsely lit, there was not enough contrast to see the mountain. It is important that we remember when flying at night that it is harder to see and there could be invisible obstructions such as terrain. This is why it is so important to maintain situational awareness, especially at night, so that we always know where we are and can avoid any vertical obstructions.

To mitigate this type of accident, the pilot should make sure that the airplane is completely airworthy and if it is not airworthy, do not fly with the airplane. Even though it looks fine with the naked eyes, it may have some severe defects inside. It should only be flown after all required inspections have been conducted by a certified aviation mechanic. Airworthiness is not the only concern in this accident.

Pilots also should be aware of the environment such as weather, terrain, time of day, and visibility around the planned route and file a flight plan for each segment. The pilot should be familiar with the flight environment and current situation. In this case the combination of the airspace with the terrain made it more likely for a pilot to be at a lower altitude than the surrounding terrain. Although the pilot could have requested access into the class B airspace it is not required. Perhaps the airspace itself should be investigated to see if any changes should be made so that it is not lower than terrain so close to its lateral borders.

As for other high consequence industries some things that could be taken from this accident is getting into a routine to double or triple check equipment regardless of recent use. You also must keep focus and not have predetermined expectations while executing any mission or operation that can result in tragedy. It also could be beneficial to ask for direction if you are not sure about something. In this case not asking for clearance into the Bravo created an unnecessary dangerous situation.

In this case of this accident, the DOM should have known to ensure airworthiness relating to required equipment. If the airplane was equipped with TAWS equipment as it should have been this accident most likely could have been avoided. According to Title 14 CFR 91.223 turbine-powered, U.S registered airplanes configured with six or more passenger seats and manufactured before early 2002 could not be operated after March 29, 2005, unless the airplane was equipped with an approved TAWS unit. In addition, it would be helpful to get information via sectional chart or other topographic references, maintaining awareness of visual limitations for operations in remote areas, following instrument flight rules practices until well above surrounding terrain, advising ATC and taking action to reach a safe altitude to prevent from causing the accident.

A possible “gap” that could lead to this exact same accident is that the airspace and terrain are still the same so if another pilot lost situational awareness in the same area at night in an aircraft without TAWS they could come into contact with the mountainous terrain. That is really only one mistake that could lead to fatal consequences. Pilots must be vigilant in maintaining concentration, situational awareness, and not fall victim to complacency.
A lot can be learned from this accident as these factors can be related to many high consequence industries. If a worker lost concentration in a factory or healthcare setting there could be disastrous results. If you lost situational awareness in a mine or powerplant there could be harmful consequences. If an employee became complacent in a chemical plant there could be a devastating outcome. Maintaining concentration and situational awareness of your surroundings will almost always keep you safe in any part of life. As humans we will make mistakes but what is important is that we learn from mistakes to make a better future.
References


NTSB Docket WPR12MA046. NTSB docket - docket management system. (2013, August 5).


Air New Zealand Flight 901, Mt. Erebus
Jerry Cockrum, Devin Henneberry, Yu Feng, Akio Hansen, Sam Lehmann
ASCI-4050-01 Human Factors
Dr. Kelly
During the 1970s, a market emerged for tourism flights to sightsee over Antarctica. Air New Zealand (ANZ) had been aware of the opportunity to operate these flights, but was unable to do so because their flagship DC-8s did not make the trips economically viable. This changed in 1973 when ANZ acquired their first DC-10 aircraft. This allowed the airline to operate a non-stop long haul flight, and ANZ began offering these flights in 1977. The flights were immediately popular and had no trouble filling seats. Passengers were afforded the opportunity to walk around the cabin during flight and gaze at the spectacular view of the least-inhabited continent while enjoying luxury food and drink service. Educational films about Antarctica were also shown during the duration of the flight.

Two years after the launch of the flights, they were as popular as ever. Around a month before the disaster, the pilots participated in a route briefing for the upcoming flight, which was scheduled for November 28, 1979. The pilots, Jim Collins and co-pilot, Gregg Cassian, had never flown this Antarctica sightseeing flight before. The pilots were given briefing material a month before for the flight and noted no issues. Air New Zealand Flight 901 (TE901), a McDonnell-Douglas DC-10-30, took off from Auckland International Airport bound for the Antarctic sightseeing flight. 257 passengers and crew were on board.

At 8:21, New Zealand time, the plane took off from Auckland International Airport. Around noon New Zealand time, the aircraft made contact with McMurdo Station ATC, which was operated by the US Navy. The pilots had learned in their briefing that if visual meteorological conditions existed, they could step down to 6000 feet. They did so and advised ATC they would continue down to 2000 feet. Even though the lowest authorized altitude for the route in visual conditions was 6000 feet, past flights had also descended lower, likely to provide passengers with a better view of the scenery. The flight descended then descended to 1500 feet with the autopilot engaged. This was likely in an attempt to descend under a low cloud layer at 2000 feet to ensure the passengers had a clear view.

Four minutes later, the Ground Proximity Warning System on the aircraft sounded an alarm, warning that the aircraft was approaching the ground quickly. Captain Collins quickly advanced the throttle to go-around power in an attempt to clear the terrain. Collins still didn't know that there was a volcano ahead, the nose was only raised 15 degrees as according to the training guidelines, instead of a higher angle. The aircraft then impacted the lower slopes of Mount Erebus and was instantly destroyed, killing all aboard.

The ATC station that was in contact with the flight was unable to reach them, and soon organized a search and rescue effort. The aircraft wreckage was located the next morning. It was strewn over a large area and the search teams were only able to identify the aircraft by its tail logo. News that the aircraft was missing and likely crashed had already reached New Zealand by this time.
The driving human factor behind this accident was a miscommunication between the crew of the flight and the navigation office of Air New Zealand. There was a convoluted background for this miscommunication. In 1977, the original approved routing for the flight was a route directly over the 10,000 ft.+ peak of Mount Erebus on the way to McMurdo Sound. A little over a year before the disaster flight, the route was computerized by ANZ. During this, a typing error occurred, shifting the route coordinates 27 miles away and over the flat McMurdo sound. Up until the time of the disaster flight, many of the flights before had used this non-approved route, unaware of the discrepancy.

The captain of TE901 however noticed this discrepancy, and notified ANZ’s navigation office. The night before the flight, the office updated the Inertial Navigation System of the plane so that the coordinate was fixed. The plane would now fly over Mount Erebus per the approved route when autopilot was engaged. Crucially, the pilots were not informed of this change. They were under the impression throughout the flight that it would be flying and descending over the flat water and ice of the McMurdo sound, well clear of terrain. This was tragically not the case.

This can be described using the SHELL model as a liveware to liveware issue. The navigation office failed to communicate to the pilots the change. It can also be described as a software to liveware issue. The INS had been programmed in the aircraft to fly over (or into in this case) Mount Erebus, and the pilots did not realize this. This miscommunication was crucial to placing the plane in a position where the pilots would be affected by more human factors issues to come.

While miscommunication and improper data input were the driving factors for the Mount Erebus disaster, other human factors components can be attributed to this aviation tragedy as they relate to a pilot-environment relationship. First of all, the aircraft was flying in adverse atmospheric conditions. Though conditions did not technically qualify as IMC, the cloud layer was low enough to create a phenomenon known as “sector whiteout” in conjunction with the all-white terrain of Antarctica. Sector whiteout is a visual illusion where factors, in this case clouds and snow, give the illusion of mostly clear visibility and adversely affect depth perception. In these conditions, the human eye ultimately can’t gauge distances from and among outside objects, such as the terrain, sky ahead, and overhanging clouds. This illusion is comparable to that of empty field myopia, where the eye essentially relaxes and the iris/lens bend light to the retina as if the object in focus were closer than they actually are.

One of the biggest outcomes of TE901 was the development and implantation of Crew Resource Management (CRM). CRM was developed after safety investigators and psychologists came together to understand how human performance can deliver an enhanced level of safety. CRM, rather than encouraging an autocratic flight deck, encourages crew teamwork and, when/if necessary, assertion of authority by crewmembers that are, in the flight deck hierarchy, subordinate to the captain. It was first used by United Airlines in 1981, however Air New Zealand was an early adopter of CRM. Before the Erebus disaster and any type of CRM was in place, pilots were the only ones who could call the shots and there was little tolerance for other crew voicing their concerns or asking questions. In other words, communication among the flight crew was weak. However, following TE901, flight crews were trained and encourage to speak up if they didn’t see something right. Another valuable lesson that came as a result of the Erebus Disaster was a concept called "systemic error" used to explain how a system can go wrong. This systemic error is also referred to as the Swiss Cheese Model. The Swiss Cheese metaphor that suggests multiple contributors (holes in cheese slices) must be aligned for any adverse event to occur. Each slice of cheese is considered a barrier or safeguard against an accident. If the holes line up you can have a series of little incidents that end up in an accident. Pilots now understand that an accident doesn’t happen by itself, there's generally a chain of little things that cause the accident.
One unresolvable issue that many pilots face is the inability to see through and past cloud layers. This is something that not only concerns that of instrument rated pilots, but also pilots who are flying under visual flight rules and wander into Instrument meteorological conditions. We as an aviation community have put in place legislation to prohibit non IFR (Instrument flight rule) rated aircraft and persons from flying in such adverse conditions. Pilots that are trained to fly only VFR (visual flight rules) are trained to properly handle these situations. Regardless, even with these safety margins implemented, we still run into the issue of how an event is handled when the stress of an actual incident is in place.

Another issue that is difficult to fully eliminate is error in communication. Crew Resource management has helped with streamlining information pertinent for flight operations, but when information is handed down data can be lost, like the confusion the pilots of Air New Zealand faced when improperly inputting the waypoints. Information hand off is simpler now and has more opportunity for error correction compared to 1997. Although we moved in the right direction, eliminating total miscommunication is near impossible.

When considering the human factors associated with the Mount Erebus disaster and comparing it to outside fields, you will notice that improper communication can hurt essentially every field out there. When information is passed person to person the original information starts to stray from the original message. Without proper communication and an inability to manage systems properly, human error is inevitable.

Works Cited


Peer Feedback Form

Peer Feedback Instructions

For each member of your team, provide honest feedback on this form. You will rate each person on your team on items related to cooperative learning skills, self-directed learning, and interpersonal skills. It is important that you assign scores that reflect how you really feel about the extent to which your team members and you contributed to your learning and the final product of both the paper and the presentation.

You will also be given the opportunity to provide written feedback to each of your team members by answering two open-ended questions. These comments will be anonymous and provided to your team members after the deadline. This feedback should be constructive- quality feedback is important. Keep the following guidelines in mind as you provide your written feedback:

Are specific behaviors described? (vs. non-specific generalizations)

Are those behaviors described clearly, so your teammate recognizes what she/he has done to help the team, and what he/she can adjust or change?

Are the content and tone constructive and helpful? (vs. petty, mean)

Is the feedback descriptive (“I feel our team would benefit if you gave us your opinion earlier in the discussion.”) rather than evaluative? (“You treated us unfairly by keeping quiet during our discussions.”)

Do you define specific areas for improvement?
Peer Feedback Form

Team: _______

Peer Learner you are evaluating: ______________

Your name (evaluator): __________________________

**PART ONE: QUANTITATIVE ASSESSMENT** (CHECK *ONLY ONE BOX* FOR EACH OF THESE 12 ITEMS)

<table>
<thead>
<tr>
<th>Cooperative Learning Skills:</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
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</thead>
<tbody>
<tr>
<td>Arrives on time and remains with team during work time</td>
<td></td>
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<tr>
<td>Demonstrates a good balance of active listening &amp; participation</td>
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<tr>
<td>Asks useful or probing questions</td>
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<td></td>
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<tr>
<td>Shares information and personal understanding</td>
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<tr>
<th>Self-Directed Learning:</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
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<tbody>
<tr>
<td>Is well prepared for work time</td>
<td></td>
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</tr>
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</table>
Shows appropriate depth of knowledge

Identifies limits of personal knowledge

Is clear when explaining things to others

<table>
<thead>
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<th>Interpersonal Skills:</th>
<th>Never</th>
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<th>Always</th>
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</thead>
<tbody>
<tr>
<td>Gives useful feedback to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts useful feedback from others</td>
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<tr>
<td>Is able to listen and understand what others are saying</td>
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<tr>
<td>Shows respect for the opinions and feelings of others</td>
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</table>

PART TWO: QUALITATIVE ASSESSMENT *(FOR EACH ITEM, ANSWER THE FOLLOWING QUESTIONS)*

1) What is the single most valuable contribution this person makes to your team?
Performance Indicator Rubric

Course: ASCI 4250 Professional Ethics and Standards  
Course Instructor: Janice McCall

Semester Taught: Fall 2021  
Number of Students in Course: 30

AVIATION MANAGEMENT CONCENTRATION

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.</td>
<td>99%</td>
<td>Yes</td>
</tr>
<tr>
<td>SLO 3: Apply effective oral and written communication skills to function effectively in the aviation environment.</td>
<td>99%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Course Assessment (Intended Use of Results)
The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

*Attach description of assignment used for assessment and samples of student work.*
SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.

Module 1 - Canvas Assignment Information on Discussion Board: Describe an ethical dilemma based on your experience. In 1-2 paragraphs, use Kohlberg’s Theory of Moral Development to discuss how you addressed that dilemma (Safety Ethics, p. 19).

Points Possible: 30

Due Date: 25 August 2021

Notification thru: Schedule, Module Lesson Plan, Discussion Assignment, Zoom Lecture

Submission: Online text on the Discussion Board

Guidance and resources: Module Lesson Plan, Zoom Lecture, Directed Reading of the textbook, Optional Reading of short article, Instructions/Steps to success

Student Submission: Daniel Igra

When I was a student pilot (pre-ppl), I decided to conduct my first solo cross country to the near town of Centralia, IL (KENL). As I entered the uncontrolled airspace of KENL, I discerned the following two facts: 1) From my point of view, it seemed that there was only one other pilot in the traffic pattern who seems to be flying a P-51 mustang. 2) I also recognized that a fellow BILLIKEN plane was executing maneuvers just outside the KENL uncontrolled airspace. Although I have entered uncontrolled traffic patterns before, I was rendered anxious and complicit due to this being my first solo cross-country flight. As a result, I entered the uncontrolled airspace without making any of the required position reports. In addition, the realization that the P-51 pilot isn't making position reports too, gave me an excuse to resume my negligent and dangerous behavior. As I neared my base turn, I was faced with an ethical dilemma that demanded an immediate decision: Will I overcome my newfound anxiety induced by this novel situation and report BASE on CTAF, or will I continue in the pattern silently?

Were this ethical dilemma to be viewed through “Kohlberg's theory of moral development (Patanker et al., 2020, p. 7)”, the problem would be analyzed into the following three levels: First, the basic level where one is motivated to make a decision that is based on self-interest (Patanker et al., 2020, p. 7) may have caused me to make a leg report due to the fear of the neighboring BILLIKEN instructor listening to KENL's CTAF. Here, I would be acting out of fear of personal punishment, hence acting out of pure self-interest. Second, the intermediate level where one is motivated to make a decision that is based on conformity (Patanker et al., 2020, p. 7) may have caused me to follow in conformity after the actions of the P-51 pilot who decided not to report his legs as well. After all, P-51s require more experience and therefore the pilot must be a professional, I reasoned. Third, the final level where one is motivated to make a decision that is based on a principle of respect (Patanker et al., 2020, p. 8) may have caused me to cognize that I am the pilot-of-command and therefore bound by duty to conduct this operation in the best and safest way possible, by virtue of duty and respect for the roll I currently assume, I decide to overcome my anxiety and report as best as I could in order to complete this operation as best possible.
Performance Indicator Rubric

Course: ASCI 4450 Aviation Law
Course Instructor: BRUCE HOOVER
Semester Taught: FALL 2021
Number of Students in Course: 27 (ON CAMPUS: 9. ONLINE: 18 (COVID protocols))

AVIATION SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.</td>
<td>Achieved both online and on campus: Yes Two case briefs assigned. Total possible: 168 points On campus 9 students 89% achieved a minimum 70% (117-plus points). Only one student failed to achieve a minimum 70% Online 18 students Total possible: 144 points (no oral presentation score) All 18 students achieved a minimum 70% on the case briefs.</td>
<td>Achieved both online and on campus: Yes Two case briefs assigned. On campus 9 students 89% of the 9 students scored at or above 70. Online 18 students Total possible: 144 points (no oral presentation score) 100% of the 18 online students scored above the minimum 70%</td>
</tr>
</tbody>
</table>

SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.

Aviation operations encompasses multiple areas but must include airports operations, flight operations and administrative operations. Students in ASCI 4450, Aviation Law, were exposed to case law examples to inform them of their rights, responsibilities, and accountability in this industry.

Students were assigned one case brief from within one of the following general areas: criminal law, torts and contracts law, property law, or international air law.

Students were also assigned one case brief from within administrative law. This concentration of case studies was important since the vast majority of class members were involved in flight operations and interactions with the FAA, DOT, DOL, and NTSB were critical to acquiring knowledge to promote safe and professional operations.
ATTACHMENTS:

The lengthy list of cases from which the two case briefs were assigned
The major topic titles covered in the course illustrating inclusion of multiple aviation operations areas.
The outline of the content of each case brief.  NOTE the requirement at the end of each case brief for the student to articulate the implications of the case to aviation professionals and its impact on aviation activities.
A guide to reading and understanding cases.
Case brief rubric (NOTE online students were not graded on oral presentation)
Note: Not all cases listed within the chapter topics will be examined. Some of the listed cases will be referenced during the class lectures for illustration of issues. **New cases may be inserted as the course progresses.** Monitor for revisions. Some students with specializations may wish to examine cases relevant to their job or interests. Other cases deemed important, current, relevant or precedent-setting will be selected by the instructor.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>TEXT</th>
<th>DISCUSSION CASES</th>
</tr>
</thead>
</table>
| **Legal System Fundamentals**| **Chapter 1** | **Newberger v. Pokrass** 33 Wis. 2d 569 (1967)  
Appeal of trial court  
Federal jurisdiction  
**Sky-Med, Inc., DBA Pacific Int'l Skydiving Center v. FAA, 9th Cir** (2020)  
Subject matter jurisdiction in civil penalty case  
**FAA v. Joseph F. Corrao** NTSB EA-5448 (2009)  
Motion for summary judgment  
**Electronic Privacy Information Center v. FAA** 892 F.3d 1249 (2018)  
Theory of standing  |
| **The Constitution and Aviation** | **Chapter 2** | **Kent v. Dulles**, 357 U.S. 116 (1958)  
Right to travel  
**Northwest Airlines, Inc. v. Minnesota** 322 U.S. 292 (1944)  
State vs. National Taxing Authority  
**Morales v. Trans World Airlines, Inc.** 504 U.S. 374 (1992)  
**Int'l Society for Krishna Consciousness, Inc. v. Lee** 505 U.S. 672 (1992) |
| Supremacy Clause | Air Transport Ass’n of America v. Cuomo 520 F.3d 218 (2d Cir. 2008) |
| Bill of Rights | United States v. Causby et ux. 328 U.S. 256 (1946) |
| First Amendment | City of Burbank et al. v. Lockheed Air Terminal, Inc. et al. 411 U.S. 624 (1973) |
| Fourth Amendment; Privacy; UAVs | Griggs v. County of Allegheny 369 U.S. 84 (1962) |

### Airline Passenger Rights

- Aviation consumer protection
- Discrimination
- Air Carrier Access Act
- NY pax bill of rights
- Contract claims
- Shrinking airline seats

<table>
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<tr>
<th>Airline Passenger Rights</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delta Air Lines, Inc. v. Barnard 799 So. 2d 208 (Ala. Civ. 2001)</td>
<td>N/A</td>
</tr>
<tr>
<td>Buck v. American Airlines, Inc. 476 F.3d 29 (1st Cir. 2007)</td>
<td>N/A</td>
</tr>
<tr>
<td>Air Transport Association of America v. Cuomo 520 F.3d 218 (2d Cir. 2008)</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Criminal Law

- Wire fraud
- False statements
- Endangering safety of aircraft
- Conspiracy
- Criminal conduct onboard
- Sexual assault
- Transportation of drugs
- Operating aircraft without airman certificate
- Operating commercial aircraft under the influence
- State criminal charges
- Laser pointers
- Assault onboard

<table>
<thead>
<tr>
<th>Chapter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States v. Evinger 919 F.2d 381 (1990)</td>
</tr>
<tr>
<td>USA v. Sasso 695 F.3d 25 (2012). First Circuit</td>
</tr>
<tr>
<td>USA v. Smith 756 F.3d 1070 (2014). Eighth Circuit</td>
</tr>
<tr>
<td>U.S.A. v. David Hans Arnston (California; Alaska Airlines)</td>
</tr>
<tr>
<td>Ward v. State 374 A.2d 1118 (Md. 1977). Court of Appeals, Maryland</td>
</tr>
</tbody>
</table>

### Administrative Law

- Administrative Procedure Act (APA)
- Congress
- Rulemaking
- Enforcement
- FAA sanctions
- Adjudication
- NTSB ALJ

<table>
<thead>
<tr>
<th>Chapter 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAA Order 2150.3C and</td>
</tr>
</tbody>
</table>

A large number of administrative law/administrative agency cases will be examined. Most are appeals cases through the NTSB ALJs, appeals courts, etc. Sample topics:

- Challenges to government rulemaking
- Civil penalties (fines)
<table>
<thead>
<tr>
<th>Administrative &amp; Legal Enforcement Actions</th>
<th>FAR part</th>
<th>Drug &amp; alcohol testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate action and civil penalties</td>
<td>13</td>
<td>DUI/Motor vehicle actions</td>
</tr>
<tr>
<td>Airline Deregulation Act (ADA)</td>
<td></td>
<td>FAA enforcement &amp; sanctions</td>
</tr>
<tr>
<td>Equal Access to Justice Act (EAJA)</td>
<td></td>
<td>DOT enforcement</td>
</tr>
<tr>
<td>Pilot’s Bill of Rights</td>
<td></td>
<td>Flight instruction</td>
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<td>Mechanics</td>
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<tr>
<td></td>
<td></td>
<td>Medical certificate actions (FAA)</td>
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<tr>
<td></td>
<td></td>
<td>Pilot certificate actions (FAA)</td>
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<td></td>
<td></td>
<td>Passengers with disabilities (DOT rules)</td>
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<tr>
<td></td>
<td></td>
<td>Air carrier sanctions</td>
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<td></td>
<td></td>
<td>Air ambulance issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flying and the sharing economy (e.g. Uber)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tort Law; Negligence; Wrongful Death; Liability Theories; Strict Liability; Damages; Tort Reform; FTCA</th>
<th>Chapter</th>
<th>McPherson v. Buick Motor Co. (1961)</th>
</tr>
</thead>
<tbody>
<tr>
<td>False imprisonment</td>
<td></td>
<td>Crosby v. Cox Aircraft Co. of Washington 746 P.2s 1198 (Wash. 1987)</td>
</tr>
<tr>
<td>Negligence</td>
<td></td>
<td>Cleveland v. Piper 890 F.2d 1540 (1989)</td>
</tr>
<tr>
<td>Educational malpractice</td>
<td></td>
<td>Brock v. United States 18,246 (E.D. Va. 1977)</td>
</tr>
<tr>
<td>Interference with crew and co-pasenger torts</td>
<td></td>
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<tr>
<td>Refusal to transport</td>
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<tr>
<td>Injury onboard</td>
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<tr>
<td>Failure to warn</td>
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</tr>
</tbody>
</table>

| Property Law & Insurance |  
| Aircraft transactions |  
| “As is, where is” |  
| Types of conveyance |  
| Airplane |  
| UAVs |  
| Aircraft ownership and registration |  
| Priority |  
| Drone registration |  
| Sales and use taxes |  
| Airport issues |  
| Noise |  
| Flight restrictions |  

| Chapter 8 |  
| Ickes v. Federal Aviation Administration 299 F.3d 260 (3d Cir. 2002) |  
| Koppie v. US of America and Ligon “Air”, 1 F.3d 651 (1993) |  
| Easements | Taylor v. Huerta 856 F.3d 1089 (D.C. Cir. 2017) |
| | Example Supreme Court of Missouri cases 1987-2019 |
| | U.S. v. Causby |
| | Griggs v. Allegheny County |
| | City of Burbank v. Lockheed Air Terminal, Inc. 411 U.S. 624 (1973) |
| | National Aviation v. City of Hayward |
| | Santa Monica Airport Association v. City of Santa Monica |
| | Northwest Airlines v. FAA |
| | Sneed v. County of Riverside |
| | Stagg v. City of Santa Monica |
| | British Airways Board v. Port Authority of NY and NJ |
| | Houston v. Federal Aviation Administration 679 F.2d 1184 (5th Cir. 1982) |
| | City of Phoenix v. FAA (2018) |

<table>
<thead>
<tr>
<th>Commercial Law</th>
<th>Chapter 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form barring claims</td>
<td>Northwest Airlines, Inc. v. Crosetti Bros., Inc. (1971)</td>
</tr>
<tr>
<td>Liabilities</td>
<td></td>
</tr>
<tr>
<td>Chapter</td>
<td>Labor Issues</td>
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<tr>
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<tr>
<td>7</td>
<td>Employee/Employer&lt;br&gt;Railway Labor Act (RLA)&lt;br&gt;Major &amp; minor disputes&lt;br&gt;Dept. of Labor (DOL)&lt;br&gt;AIR21&lt;br&gt;Whistleblowing&lt;br&gt;Age Discrimination and Employment Act&lt;br&gt;Americans with Disabilities Act&lt;br&gt;Sexual harassment&lt;br&gt;Gender, Age, Race, Nationality</td>
</tr>
<tr>
<td>Public</td>
<td>Private</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>

- El-Al Israel Airlines Ltd. v. Tseng
- In re Korean Air Lines Disaster of September 1, 1983
- Wallace v. Korean Air 214 F.3d 293 (2d Cir. 2000)
- El-Al Israel Airlines Ltd. v. Tseng
- In re Korean Air Lines Disaster of September 1, 1983
- Wallace v. Korean Air 214 F.3d 293 (2d Cir. 2000)


Brazilian federal court trial and US general aviation pilots: mid-air 2006

Doe v. Etihad 870 F.3d 406 (6th Cir. 2017)
AVIATION LAW

CASE BRIEFS

Oral presentations will be in front of the class.

The brief should occupy no more than one page. A copy of the brief will be given to the instructor for grading. See the Case Brief Rubric for details.

Oral presentation of no more than seven to ten minutes in length.

1. TITLE AND CITATION: Who is opposing whom? Case name, court name, date of decision; Reporter reference
2. VERY BRIEF HISTORY/BACKGROUND: What incident or issue lead up to this court case? What happened that got us here?
3. TOPIC/ISSUES/LEGAL ISSUES/RELEVANT LAw/RULE OF LAW: What was the overall issue(s) or legal question(s) before the court? What are the parties debating, and what are they asking the court to decide? Determine the relevant rules of law used to make its (the court's) decision. What rule did the court apply to the facts to determine the outcome?
4. FACTS/SUMMARY OF RELEVANT FACTS: Relationship of parties. Identify legally relevant facts of the case.
5. FINDING/FINAL DECISION/JUDGMENT: What was the opinion (holding) of the court? How did the court answer the issue? What was the final outcome of the case? This is usually found at the end of the opinion. This is a statement of law that is the court's answer to the issue. Where there separate concurring or dissenting opinions?
6. REASONING/RATIONALE: This is the court's analysis of the issues and the heart of the case brief. Reasoning is the way in which the court applied the rules or legal principles to the facts in the case. What was the chain of argument which led the judge(s) to rule as they did? Here the student should evaluate the significance of the case, its relationship to other cases, its place in history, and what it shows about the court, its members, its decision making processes, or the impact it has on litigants, government, or society.
7. APPLICATION: What are the implications to aviation professionals? How does this case impact activities in aviation? It is critically important to know how this case is relevant to the students of this class.
This paper is written to help aviation students, unfamiliar with law, understand how to read cases for the Aviation Law class. This paper explains opinions, how they are generally structured, and what you should look for when you read them. Chapter 1 of your course textbook provides a detailed guide to the litigation process. This class uses real cases to illustrate important concepts needed for understanding law in the field of aviation. These are real life disputes and you will learn about the law by picking up various pieces of it from what the cases tell you. Most cases in this course have taken place in National Transportation Safety Board (NTSB) Administrative Law Judges' (ALJ) hearings, federal and state appeals courts, and the U.S. Supreme Court. There will be an examination of civil and criminal cases.

**Why do we have to read and understand cases?**

Why are you required to examine these cases? After reading Chapter 1, Fundamentals of the U.S. Legal System, you learned that the U.S. has inherited from England a legal system that is largely judge-focused (although this class will study many legislative and administrative laws). The judges have made the law what it is through their written opinions. To understand that law, you need to study the actual decisions that the judges have written. In the U.S. system of government, judges can only announce the law when deciding real disputes: they cannot just go out and have a press conference and announce a set of legal rules. You need to look at the way that judges do and study actual cases and controversies, just like the judges. For example, a pilot has a beef with the Federal Aviation Administration's (FAA) action to suspend her pilot's certificate for several weeks and wishes to contest this with a lawyer in front of an NTSB administrative law judge in a formal court hearing. These real cases and disputes historically have been the primary source of law. Common law generally means law that has developed from adjudicated cases. It is sometimes called case law (Chapter 1, p. 4).

A second reason we will study these selected cases is that it can be hard for an aviation student to understand a particular Federal Aviation Regulation (FAR) or legal rule, and the merits as a matter of policy, without applying the rule in the real world. Some rules are a bit ambiguous, others are quite specific and easy to understand the spirit and intent behind them. You need to understand real-life applications of a rule before you can understand what the rule really means. These rules have both strengths and weaknesses. By studying cases, you can train your brains to think of specific factual situations that reveal the strengths and weaknesses of a particular aviation-related rule. Hopefully, as a future leader in this industry, you can take that skill to help develop better rules as a participant in aviation.
<table>
<thead>
<tr>
<th>Category</th>
<th>Evaluator’s Comments</th>
<th>1 – 5</th>
<th>4 – 8</th>
<th>9 – 10</th>
<th>11 – 12</th>
<th>Total pts. per category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CITATION</strong></td>
<td>Case name; court name; date of decision; page number; Reporter reference.</td>
<td>Does not cite the court case.</td>
<td>Cites the court case inaccurately or incompletely.</td>
<td>Cites the court case accurately and completely in most respects. Citation may be in an incorrect format, but with all information.</td>
<td>Cites the court case accurately and completely. Identifies the case name and citation in the correct format and with all information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NTSB Opinion and Order No., date served, Docket.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>DOL, ARB Case No., date</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>BRIEF HISTORY / BACKGROUND / SUMMARY OF RELEVANT FACTS</strong></td>
<td>Briefly indicate the reasons for the lawsuit. What happened that got us here?</td>
<td>Presents few, if any, legally relevant facts of the case.</td>
<td>Presents some legally relevant facts of the case.</td>
<td>Presents the legally relevant facts of the case.</td>
<td>Presents and explains the legally relevant facts of the case.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify the relationship/status of the parties (Note: Do not merely refer to the parties as the plaintiff/defendant or appellant/appellee; be sure to also include more descriptive generic terms to identify the relationship/status at issue, e.g., buyer/seller, employer/employee ( etc.)</td>
<td>Does not include all key facts and reasoning is absent or incoherent or is not in accord with the opinion.</td>
<td>Does not include all key facts.</td>
<td>Includes all key facts and the reasoning may contain weaknesses, but is basically cogent and accords with the opinion.</td>
<td>Includes all relevant facts and the reasoning logically connects the facts to the rule in accord with the opinion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify legally relevant facts, that is, those facts that tend to prove or disprove an issue before the court. The relevant facts tell what happened before the parties entered the judicial system.</td>
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</tbody>
</table>
Identify procedurally significant facts. You should set out (1) the cause of action (the law the plaintiff claimed was broken), (2) relief the plaintiff requested, (3) defenses, if any, the defendant raised.

<table>
<thead>
<tr>
<th>Category</th>
<th>Evaluator’s Comments</th>
<th>1 – 5 Unacceptable or Poor</th>
<th>4 – 8 Marginal or Average</th>
<th>9 – 10 Good or Satisfactory or Well Done</th>
<th>11 – 12 Exemplary or Outstanding</th>
<th>Total pts. per category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ISSUES / LEGAL ISSUES/ LEGAL QUESTION / LEGAL PRINCIPLE / RULE / RELEVANT LAW / RULE OF LAW</strong></td>
<td></td>
<td>Incorrect issue is identified.</td>
<td>Issue is not completely identified.</td>
<td>Issue correctly identified, but may contain extraneous information and is not stated in the form of a question.</td>
<td>Issue correctly identified and is stated in the form of a question.</td>
<td></td>
</tr>
<tr>
<td>The legal question(s).</td>
<td></td>
<td>Incorrect rule is identified.</td>
<td>Rule is not completely identified or is irrelevant.</td>
<td>Identifies and describes the topic and issue(s) of the case.</td>
<td>Identifies and describes in detail the topic and issue(s) of the case.</td>
<td></td>
</tr>
<tr>
<td>Concisely phrase the essential issue before the court.</td>
<td></td>
<td>Incorrect or irrelevant rules of law were stated.</td>
<td></td>
<td>Relevant rule correctly identified, but may contain extraneous info and is not in the form of a statement.</td>
<td>Relevant rule is correctly identified in detail and is in the form of a statement.</td>
<td></td>
</tr>
<tr>
<td>A substantive statement of the issue consists of the point of law in dispute and the key facts of the case relating to that point of law in dispute (legally relevant facts). Procedural issue: What is the appealing party claiming the lower court did wrong (e.g., ruling on evidence, jury instructions, granting of summary judgment, etc.)?</td>
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<tr>
<td>What are the parties debating, and what are they asking the court to decide?</td>
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</tbody>
</table>
Determine the relevant rules of law used to make the court’s decision. What rule did the court apply to the facts to determine the outcome?

This is the rule of law that the court applies to determine the substantive rights of the parties. The rule of law could derive from a statute, case rule, regulation, or may be a synthesis of prior holdings in similar cases (common law). The rule of legal principle may be expressly stated in the opinion or it may be implied.

<table>
<thead>
<tr>
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<th>Evaluator’s Comments</th>
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<th>11 – 12 Exemplary or Outstanding</th>
<th>Total pts. per category</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECISION / FINDINGS / JUDGMENT</td>
<td></td>
<td>Fails to answer the issue question.</td>
<td>Fails to answer the issue question.</td>
<td>Correctly answers the issue question.</td>
<td>Correctly answers the issue question.</td>
<td></td>
</tr>
<tr>
<td>This is the court’s final decision as to the rights of the parties, the court’s response to a party’s request for relief. Generally, the appellate court will either affirm, reverse, or reverse with instructions. The judgment is usually found at the end of the opinion.</td>
<td></td>
<td>Provides an incomplete summary or omits a summary of the court’s decision.</td>
<td>Provides a partial summary of the court’s decision.</td>
<td>Summarizes the trial court’s decision and, if applicable, appellate court’s decision.</td>
<td>Summarizes comprehensively the trial court’s decision and, if applicable, appellate court’s decision.</td>
<td></td>
</tr>
<tr>
<td>What was the outcome of the case?</td>
<td>Fails to answer the issue question.</td>
<td>Fails to answer the issue question.</td>
<td>Correctly answers the issue question.</td>
<td>Correctly answers the issue question.</td>
<td>Correctly answers the issue question.</td>
<td></td>
</tr>
<tr>
<td>What was the opinion (holding) of the court?</td>
<td>Provides an incomplete summary or omits a summary of the court’s decision.</td>
<td>Provides a partial summary of the court’s decision.</td>
<td>Summarizes the trial court’s decision and, if applicable, appellate court’s decision.</td>
<td>Summarizes comprehensively the trial court’s decision and, if applicable, appellate court’s decision.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was there a dissent?</td>
<td>Outcome of the case is not addressed.</td>
<td>Outcome of the case is not addressed.</td>
<td>Outcome of the case is not addressed.</td>
<td>Outcome of the case is not addressed.</td>
<td>Outcome of the case is not addressed.</td>
<td></td>
</tr>
<tr>
<td>What was the outcome of the case?</td>
<td>Merely repeats what the court said in analyzing the facts.</td>
<td>Merely repeats what the court said in analyzing the facts.</td>
<td>Accurately explains the reason(s) for the decision.</td>
<td>Accurately and fully explains the reason(s) for the decision in detail.</td>
<td>Accurately and fully explains the reason(s) for the decision in detail.</td>
<td></td>
</tr>
<tr>
<td>What was the opinion (holding) of the court?</td>
<td>Merely repeats what the court said in analyzing the facts.</td>
<td>Merely repeats what the court said in analyzing the facts.</td>
<td>Accurately explains the reason(s) for the decision.</td>
<td>Accurately and fully explains the reason(s) for the decision in detail.</td>
<td>Accurately and fully explains the reason(s) for the decision in detail.</td>
<td></td>
</tr>
<tr>
<td>Was there a dissent?</td>
<td>Merely repeats what the court said in analyzing the facts.</td>
<td>Merely repeats what the court said in analyzing the facts.</td>
<td>Accurately explains the reason(s) for the decision.</td>
<td>Accurately and fully explains the reason(s) for the decision in detail.</td>
<td>Accurately and fully explains the reason(s) for the decision in detail.</td>
<td></td>
</tr>
</tbody>
</table>
**REASONING / ANALYSIS / RATIONALE**

This is the court’s analysis of the issues and the heart of the case brief. Reasoning is the way in which the court applied the rules / legal principles to the particular facts in the case to reach its decision. This includes syllogistic application of the rules as well as policy arguments the court used to justify its holding.

<table>
<thead>
<tr>
<th>Category</th>
<th>Evaluator’s Comments</th>
<th>1 – 5 Unacceptable or Poor</th>
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<th>11 – 12 Exemplary or Outstanding</th>
<th>Total pts. per category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APPLICATION / IMPLICATIONS FOR AVIATION PROFESSIONALS</strong></td>
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</tr>
<tr>
<td>For this course, this is an important section. How does this opinion impact {us} aviation professionals? What are the implications to aviation professionals? How may we apply this case to our activities in aviation? What are the political, economic or social impacts of this decision going forward?</td>
<td>Incompletely / Incorrectly assesses the implication(s) of the decision and its importance for aviation professionals.</td>
<td>Error.</td>
<td>Somewhat assesses the implication(s) of the decision and its importance for aviation professionals.</td>
<td>Adequately assesses the implication(s) of the decision and its importance for aviation professionals.</td>
<td>Thoroughly assesses the implication(s) of the decision and its importance for aviation professionals.</td>
<td>No error.</td>
</tr>
</tbody>
</table>

**Category**

- Reasoning / Analysis / Rationale
- Application / Implications for Aviation Professionals

**ORAL PRESENTATION**

- Completeness: Detail, depth, appropriate length, adequate background information
- Grammar/Mechanics: Correct grammar and usage

- Presentation does not provide adequate depth; key details are omitted or undeveloped; presentation is too short or too long
- Presentation contains several major grammar/usage errors; sentences are long,
- Additional depth needed in places; important information omitted or not fully developed; presentation is too short or too long
- Presentation may contain some grammar or sentence errors; sentences may contain jargon or are
- Presentation provides adequate depth; few needed details are omitted; major ideas adequately developed; presentation is within specified length
- Presentation has no serious grammar errors; sentences are mostly jargon-free,
- Presentation provides good depth and detail; ideas well developed; facts have adequate background; presentation is within specified length
- Presentation contains no grammar errors; sentences are free of jargon, complete and easy to understand
### Course

<table>
<thead>
<tr>
<th>Delivery: Volume, pace, diction, appearance, energy, posture</th>
<th>Interaction: Eyes and Q &amp; A</th>
</tr>
</thead>
<tbody>
<tr>
<td>incomplete or contain excessive jargon</td>
<td>Low volume or energy; pace too slow or fast; poor diction; distracting gestures or posture; unprofessional appearance; visual aids poorly used</td>
</tr>
<tr>
<td>Low volume or energy; pace too slow or fast; poor diction; distracting gestures or posture; unprofessional appearance; visual aids poorly used</td>
<td>Additional eye contact needed at times; better listening skills needed; some difficulty answering audience questions</td>
</tr>
<tr>
<td>Little or no eye contact with audience; poor listening skills; uneasiness or inability to answer audience questions</td>
<td>More volume/energy needed at times; pace too slow or fast; some distracting gestures or posture; adequate appearance; visual aids could be improved</td>
</tr>
</tbody>
</table>

**Total Points: Maximum possible 84**

### Assessment (Intended Use of Results)

The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

Recommendations from the instructor:

For fall 2022 course session, expand the listing of cases which illustrate airport operations and administration.

For fall 2022 course session, consider reducing the emphasis on administrative law cases as the department is seeing an increasing number of students majoring in non-professional pilot emphasis areas. They do not need an intense study of administrative law cases centered around pilot and medical certifications and flight operations.

*Attach description of assignment used for assessment and samples of student work.*
HISTORY/BACKGROUND: The complainant of this case, Don Douglas, is a veteran pilot for SkyWest Airlines from Salt Lake City (SLC). After a week of flying five continuous 12-hour shifts to Jackson Hole (JAC), the individual had a surgical procedure completed on March 18, 2005. As a result of the operation, Douglas took painkilling medication for the following two days before returning to work on the following Monday. On Wednesday, March 23, 2005, the complainant met with the first officer (Brewer) who complained of a lack of sleep and flight attendant who had strep throat. The departure for JAC was initially delayed due to snowstorms, but worsening conditions after departing resulted in a diversion back to SLC around midnight. The same crew was scheduled a few hours later for a 4:00am departure back to Jackson Hole morning. Douglas claimed that he and his crew would not be capable of completing that flight after such little rest. The flight was later cancelled after the complainant called crew scheduling to report to the System Chief Jim Breeze that the crew would not complete the flight safely.

Breeze informed the Regional Chief Pilot Tony Fizer who then called Breeze about the decision. Fizer told the complainant to complete an “Irregular Operations Report” and imposed disciplinary action of a week’s suspension and counseling statement in his record the following day. Douglas appealed the decision to SkyWest’s review board, resulting in the board reversing the suspension and counseling statement. Fizer replaced the statement with a “verbal warning” in stating that each crew member will make determination for fitness of flight and that Douglas would not cause a “loss of revenue” in performing his duties.

In the following months, explicit graffiti was posted in the crew lounge in response to Fizer’s actions. After gathering a report from a handwriting analyst, Fizer interrogated Douglas trying to pressure him to admit guilt for the graffiti. Douglas denied the accusations with Fizer stating that if he was later to be found guilty of the incident he would be fired. Douglas was then suspended during this investigation. Further samples of only the complainant’s handwriting were examined by other analysts. On August 31, 2005, Douglas was fired by Fizer for “dishonesty” and would not be eligible for rehire due to this involuntary termination. The reasoning for this termination was due to the results of the graffiti investigation. Even though Douglas appealed to the internal review board of SkyWest, the board ultimately upheld the termination.

In the following months, Douglas filed a complaint with the Labor’s Occupational Safety and Health Administration (OSHA) and requested an ALJ hearing after the case was dismissed from OSHA. The ALJ concluded that SkyWest violated the employee protection provision of AIR 21 and that he should be reinstated to his formal position with seniority. SkyWest filed a motion to understand its appeal rights, with the ALJ issuing an order recommending an award of back pay and other expenses. Both parties conclusively filed appeals.

TOPIC/ISSUES/LEGAL ISSUES: In Don Douglas v. SkyWest Airlines, Inc., the main topic at hand relates to the firing of the complainant for his “dishonesty” which relates back to his determination of unfitness for flight on the morning of March 23, 2005. Fizer claimed to have fired Douglas due to the results of the handwriting examinations conducted during the graffiti investigation. However, the issue at hand falls under an AIR 21 provision relating to employee protection. By use of a preponderance of the evidence, Douglas must prove that he engaged in a protected activity, that SkyWest Airlines knew that he engaged in the said activity, that the air carrier took adverse actions against him, and that the protected activity was a factor contributing to the personnel action.
RELEVANT LAW/RULE OF LAW: The Wendell H. Ford Aviation Investment and Reform Act for the 21st Century, also known as “AIR 21” (P.L. 106-181) was signed into law on April 5, 2000 as a measure to improve airline safety. Under Sec. 519, it is quoted that “No air carrier or contractor or subcontractor of an air carrier may discharge an employee or otherwise discriminate against an employee with respect to compensation, terms, conditions, or privileges of employment because the employee...provided...to the employer or Federal Government information relating to any violation or alleged violation of any order, regulation, or standard of the Federal Aviation Administration or any other provision of Federal law relating to air carrier safety under this subtitle or any other law of the United States” (AIR 21, 2000). In short, an air carrier such as SkyWest is not allowed to fire an employee for a protected activity. A protected activity under AIR 21 is when an employee produces information relating to an alleged violation of a FAA order/regulation related to the safety of the air carrier.

FINDING/FINAL DECISION/JUDGEMENT: The U.S. Department of Labor (DOL) Administrative Review Board (ARB) reviewed the findings of this case under the substantial evidence standard, meaning that evidence that is deemed substantial will be conclusive in findings of fact. With regard to determining the final decision in Don Douglas v. SkyWest Airlines, Inc., the ARB reviewed the case de novo, meaning without reference to the previous court’s decision. The court determined after reviewing the substantial evidence presented in the case that SkyWest violated AIR 21. This was due to the fact that Douglas’s protected activity was a factor in his dismissal from the air carrier. With this notion, the ARB affirms the ALJ’s recommended decision in reinstatement, back pay (with correction to include pay for September/October 2005), and attorney’s fees being covered.

REASONING/RATIONALE: After examining the facts of the case, the court determined that there was substantial evidence to support the previous ALJ’s findings that Douglas would have violated safety regulations if he flew on March 23. This was driven by credible testimonies from the complainant that he was experiencing exhaustion from multiple factors, which caused him to declare himself unfit to fly per his training on the matter. With this protective action, the court concluded that Fizer’s adverse actions in firing Douglas was made in part due to his decision not to fly. Also, it was evidenced that Fizer’s accusation on Douglas badmouthing him was “baseless.” For the graffiti, Fizer targeted the complainant as evidenced through misinformation of the sequence of events and facts during the testimony. The court determined that Douglas had ultimately no motivation to write the graffiti. With these facts, the court affirmed the ALJ’s findings that the protected activity of Douglas led to his firing by Fizer. The ARB further agreed that SkyWest did not prove that it would not fire Douglas even without the protected activity due to the handling of punishments between the complainant and Brewer. Finally, the court agreed on reinstatement, pack pay, and attorney’s fees to be paid with the addition of entitlement pay for the months of September/October in 2005. The reimbursement coincides with a successful AIR 21 complaint being successful in court.

APPLICATION: As professional pilots entering the space most likely through the regional airline sector, it is important to know your rights under AIR 21. If you feel that you are unfit to fly, do not hesitate to document and report to your superiors to ensure safety and compliance with regulations. If there is resistance from your superiors, know that you are protected from unlawful firing by use of AIR 21.

HISTORY/BACKGROUND. Fred Farington was a pilot who flew Aero Commander Lark aircraft and was the owner of Auburn Flying Service based in Auburn, Nebraska. On October 5, 1997, there was a “fly in” event in which people could come to the Auburn Municipal Airport and pay Farington ten dollars to fly around the Auburn, Nebraska area for a short ten-to-fifteen-minute flight. On his ninth flight of the day, Farington attempted to land but struck a semi tractor-trailer. As a result of this collision, all three of Farringdon’s passengers passed away while Farington was rendered severely injured. Four months later, Farington eventually succumbed to his injuries and passed away.

Farington’s aircraft was insured by AVEMCO Insurance Company, an aviation insurance company based in the state of Maryland. The coverage he had was under a policy that did not cover commercial operations. According to law.justia.com, “'Commercial purpose’ means any use of your insured aircraft for which an insured person receives, or intends to receive, money or other benefits. It does not include: the equal sharing among occupants of the operating costs of a flight.” Based on this, AVEMCO refused to cover the flying service for the accident since it did not fill the qualifications.

TOPIC/ISSUE/LEGAL ISSUES. From the perspective of Auburn Flying Service, they believed that they were entitled to AVEMCO covering the cost of the accident. This is because of the exemption stated in their insurance policy that stated commercial service does not apply if passengers share equal operating costs of the flight. They argued that when passengers paid the ten dollars, they were contributing to the splitting of operating costs. Therefore, the “fly in” event did not count as commercial service and they were entitled to coverage.

From the perspective of AVEMCO, they argue that Auburn Flying Service was not eligible for coverage since the “fly in” was indeed a commercial service. While passengers did pay Farington for their rides, ten dollars per passenger is not sufficient to cover the costs of a flight. Had Farington required the passengers to pay a higher price to evenly split the cost of operations, Auburn Flying Service would have been covered by the accident.

RELEVANT LAW/RULE OF LAW. This case was handled based on the laws in the state of Nebraska. For Auburn Flying Service, they state that their insurance contract was ambiguous and subject to debate on whether the accident was considered commercial service. To argue this, Auburn Flying Company used the case of Farm Bureau Ins. Co. v. Bierschenk, 548 N.W. 2d 322, 324 (Neb. 1996). This states that an insurance contract must be unambiguous, and the language stated in the contracts must not be able to be manipulated to create ambiguities. If the court views that an ambiguity can be interpreted by the receiver of the insurance in a certain way, they will rule it as ambiguous.

In terms of what is considered ambiguous, the case of Plambeck v. Union Pac. R.R. Co., 509 N.W. 2d 17, 20 (Neb. 1993). This states that “[a] document is ambiguous if a word, phrase, or provision of the document has, or is susceptible of, at least two reasonable but conflicting interpretations.” According to the Auburn Flying Service, they believe that the exception of the commercial service aspect of their contract is
ambiguous and can be argued for AVEMCO to cover them. However, AVEMCO states that their contract is clear in defining what “commercial service” is.

FINDINGS/FINAL DECISION. The U.S. Court of Appeals for the Eighth Circuit ruled in the favor of AVEMCO. This is because the court found that the insurance policy was not ambiguous and Auburn Flying Service’s accident was not covered by their policy. One of the reasons this decision was made was by the formal definition of the phrase “commercial purpose”. Commercial purpose is when a party intends to receive money or other forms of compensation. It was clear that Farington received the money from the passengers as a fee rather than to split the cost of the aircraft operations. Had he intended to split the cost, he would have charged much more than ten dollars per person. The court concluded that the passengers did not have the intention of splitting the cost of flight operations but instead agreed to just pay a fee for a short ten-to-fifteen-minute flight.

APPLICATION. This is an important case to study because it shows how different parties can interpret written contracts differently. For Auburn Flying Service, they believe that the accident that occurred in 1997 was covered by the exception written in their contract as well as the fact that the contract was ambiguous. However, AVEMCO argued that their contract was clear in what it considered commercial operations and that Farington was indeed engaging in commercial services at the time of the accident.

Language is something that can be interpreted in a variety of ways. While it can appear clear to some, it can also be rendered in a way that portrays a different meaning. However, when looking at what the contract states, it is clear what the insurance company defines commercial services and how Farington’s actions on the day of the accident did not fall under the exception of splitting the cost of flying.
SLO 3: Apply effective oral and written communication skills to function effectively in the aviation environment.

Module 1 - Canvas Assignment Final Paper/Presentation:
The final paper or presentation, with a minimum of 7 references, may be completed through any of the following methods (due 13 DEC 2021):
1. Individual 3–7-page paper
2. Group paper 8-11 pages
3. Individual recorded presentation
4. Group recorded presentation (Zoom or Canvas recording 15-20 minutes)
   Title, students’ names, course, and due date on first slide.
   Make sure to include citations on the slides where you are using someone else’s material when either paraphrasing or quoting.
   Reference list in APA 7th formatting at the end of the presentation.
   Group size may be 2-4 students. You are welcome to partner with students from ASCI 4250-01 and ASCI 4250-10.
   Identify the style of paper in the first paragraph or on the introduction slide (Argumentative, Descriptive, Expository, or Literature Review).
   Select a topic: You may choose any topic covered throughout the class for the final paper or presentation. Below are a list of topics from the syllabus to help you decide...

Points Possible: 100

Due Date: 13 December 2021

Notification thru: Schedule, Module Lesson Plan, Discussion, Announcement, Email

Submission: Attach of paper or presentation using the assignment link

Guidance and resources: Module Lesson Plan, Discussion, Instructions/Steps to success, weblinks to Purdue OWL, SLU Writing Center, sample paper, etc.

Student Submission: Annie Phan and Jordan-Chase Fines

Please select “view in new tab.”

https://slu.zoom.us/rec/share/SqgWEaPX9XaVV4iEAIhBelg433gz66YzegjmO6jf3dc1q5u2ornYxsVSL6phHut6UtwSOFaeUqy_RWf?startTime=1639460258000
(View in a new tab)
Performance Indicator Rubric

Course: ASCI 4250 Professional Ethics and Standards  
Course Instructor: Janice McCall

Semester Taught: Fall 2021  
Number of Students in Course: 30

FLIGHT SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.</td>
<td>99%</td>
<td>Yes</td>
</tr>
<tr>
<td>SLO 2: Describe historical trends, current issues, and emerging opportunities in aviation.</td>
<td>99%</td>
<td>Yes</td>
</tr>
<tr>
<td>SLO 4: Articulate the value of integrity, lifelong learning, and building diverse teams in serving and leading others.</td>
<td>99%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Course Assessment (Intended Use of Results)
The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

*Attach description of assignment used for assessment and samples of student work.*
SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.

Module 2 - Canvas Assignment Information on Discussion Board: Working together, let’s see if we can identify the “key personal characteristics that enable a person to fight ethical violations” mentioned by Patankar (2021) when writing about Joe’s experience. Name one personal characteristic that helped Joe (the mechanic-> manager) deal with the many ethical challenges throughout his career. Please, do not duplicate or use the same answer as other students.

Points Possible: 10

Due Date: 19 September 2021

Notification thru: Schedule, Module Lesson Plan, Discussion Assignment, Zoom Lecture

Submission: Online text on the Discussion Board

Guidance and resources: Module Lesson Plan, Zoom Lecture, Directed Reading of the textbook, Optional Reading of short article, Instructions/Steps to success

Note: Student’s compiled a list of over 30 professional and personal characteristics that promote aviation safety

Student Submission: Yu Feng

The key characteristic of which led to Joe’s success is his ability to institutionalize leadership which means that Joe doesn’t just demonstrate personal capacity at dealing with aviation challenges and ethical responsibilities, which means that he lives by the standards of which ensure that the values he possessed that led to his success will become the cornerstones of future managers and engineers who will most likely deal with similar problems as he did. This is evidenced by the fact that Joe has a number of protégés who also share his values and are referred to him for advice when facing their own challenges as mechanics. The result is that Joe’s values and capabilities are standardized and constantly referenced in a practical manner. Just like Joe, they pick their own battles, are willing to challenge management at the right time challenge their evidence. Joe certainly has his share of proteges. Over the years, many mechanics and inspectors have faced their own challenges, referred to Joe for advice, and developed their own skills. Consequently, there are at least a dozen Joes around. They have mastered the art of collecting evidence, picking their battles, challenging management at the appropriate times, and ultimately winning their battles. The strong social support structure that Joe built also helps them deal with family issues. It is not unusual to have these mechanics watch out for each other's kids and help out at family events.
SLO 2: Describe historical trends, current issues, and emerging opportunities in aviation.

Module 7 - Canvas Assignment Information on Discussion Board: Can this industry, in the realm of international air travel, strike the proper balance between health (spread of disease) and economic trade?

Points Possible: 18

Due Date: 28 November 2021

Notification thru: Schedule, Module Lesson Plan, Discussion Assignment

Submission: Online text on the Discussion Board

Guidance and resources: Module Lesson Plan, Zoom Lecture, Directed Reading of the textbook, Optional Reading of short article, Instructions/Steps to success

Note: During the Module, Omicron was just beginning to spread in the U.S. and the CDC introduced new travel guidance that was including in the discussion.

Student Submission: Clifford Drozda

I believe that international air travel can reach a proper balance between health and trade. As seen in the previous year and a half, air travel has been able to adapt to a more careful way of travel. Cargo only flights took priority in a time of online shopping, and commercial flights have still been able to carry passengers by implementing ways to reduce the spread such as masks and spaced out flights when needed most. In March 2020, air travel almost ceased and airlines took a large hit. I am not saying this situation was close to ideal, but I do believe that airlines will be able to adapt easier in the future and will continue to find ways to transport passengers while also being safe with the spread of disease. The normalcy of air travel has seemed to return and the issue with COVID was at it all happened so fast. In the future, I think that airlines will be more ready to respond to pandemic-related issues if anything ever occurs. Health and trade in the airlines have been balanced and only time will tell but airlines may be able to quickly handle similar issues more effectively in the future if needed.

SLO 4: Articulate the value of integrity, lifelong learning, and building diverse teams in serving and leading others.

Module 6 - Canvas Journal Assignment: Create a 4-6 paragraph Diversity Statement using the guidance provided in “Writing a Diversity Statement” (University of Nebraska, 2021).

Points Possible: 50

Due Date: 14 November 2021
While I grew up in a predominantly white neighborhood, played a predominantly white sport, and am pursuing a career in a predominantly white career field, I found inspiration in the individuals around me who did not fit that mold. There are two particular people who have made a significant impact on my development and my attitude towards diversity. One individual was a sports coach, and the other, a flight instructor.

I grew up as a hockey player and for the better part of 20 years, I grew up playing with athletes who mostly looked like me. It was not until one of my last years that I had the opportunity to play for a brilliant hockey coach who was a minority. His brilliance as a hockey coach came from his love and passion for the game, and for his players. He had the mindset that he was not just coaching athletes, but he was coaching leaders. He taught invaluable lessons from his experiences of racial abuse and insensitivity which taught us to be leaders of character. I learned more in one year from that coach than in the previous 15 years of hockey.

During my flight training at Saint Louis University, I had the good fortune to work with an instructor who taught me more about diversity and inclusion than anyone else. He grew up in an underserved neighborhood, graduated at the top of his class in high school and university, and shows everyday what professionalism in aviation means. His story of how he got into aviation is a simple one, but it speaks volumes to the importance of diversity in our industry. He saw the movie "Red Tails," a story about the Tuskegee Airmen in WWII. While this may seem very unassuming, it highlighted a key aspect of diversity that is not always thought about. It took for him to see people who looked like him, other minorities, in order to convince himself that he could become a pilot. He told me that people from his town do not become pilots. It is, frankly, something no one ever considers. He saw that movie, and convinced himself that he could become a pilot. What I learned from this is that I never had to have that experience. I did not need to see a pilot with the same color skin as me in order to convince myself that it was an option.

These two very influential leaders inspire my commitment to diversity and inclusion in my life. Hearing stories of racial abuse on the ice rink helps me to find that inclusivity of others around me so that they never have to experience the things I heard about. Having a flight instructor who comes from a very different background has helped me to learn and reflect on how we as aviation professionals can build a more diverse, inclusive, and accessible environment for anyone who wishes to be a part it.
**Performance Indicator Rubric**

Course: ASCI 4650 Economics of Air Transportation  
Course Instructor: ___________BRUCE HOOVER_____________

Semester Taught: _______SPRING 2022___________  
Number of Students in Course: ____13____

**AVIATION MANAGEMENT CONCENTRATION**

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
</table>
| SLO 3: Apply effective oral and written communication skills to function effectively in the aviation environment. | **Airline (simulation) Management Audit Presentation.**  
A management audit report  
A management audit accompanying slides  
100% of the class achieved a 70% or higher  
BudJet Airlines: Three students 94  
North&Simple Airlines: Three students 87  
Commonwealth Billiken Air: Four students 81  
Stratus Airlines: Three students 75 | **Airline (simulation) Management Audit Presentation.**  
Benchmark achieved: Yes  
100% of the class scored a minimum 70%.  
The 80% benchmark was met as all 13 enrolled students scored above the 70% minimum. |
| SLO 5: Apply knowledge of business principles in aviation-related areas. | **Online Airline Simulation decisions**  
77% of the total enrolled students achieved a minimum of 70% or higher. Only one airline team of three students was unable to achieve a final score of at least 70%.  
BudJet Airlines: 842 (84.18%)  
Stratus Jet Airlines: 756.1 (75.6%)  
Commonwealth Billiken Air: 734.7 (73.5%)  
Plane&Simple Air: 662 (66%) | Benchmark achieved: No  
77% of the enrolled students achieved the benchmark. Three of the 13 enrolled students were unable to meet the benchmark. |
EVIDENCE

SLO 3: Apply effective oral and written communication skills to function effectively in the aviation environment.

From the syllabus: Your airline team will make a brief presentation to the ASCI 4650 class and any guests who may be in attendance. You will conduct the audit from the perspective of an outside consultant firm your airline has contracted and you must be objective in your report findings. Objectivity and honesty—be brutally frank—are hallmarks of a good external audit. Any attempt to “whitewash” or omit critical points will be dealt with unkindly by the instructor. There are several methods of approaching this assignment and your team is encouraged to be creative. Keep in mind you are part of a consulting firm. Your report may follow any creative format appropriate for an outside consulting firm report. Any records, charts, graphs, etc., are welcome if they enhance the presentation. Handouts to class members are appropriate if they, too, enhance the presentation.

The Management Audit Content Guide provided the airline simulation teams with guidance on suggested content reflecting the economic principles and characteristics of the airline industry.

The four airline teams prepared and made an oral presentation of their airline management decisions and the results of those operational, economic and financial decisions during the course of the semester.

Example: North&Simple Airlines audit report:

Example: BudJet Airlines audit report

The oral and written presentations were scored by four independent members of the department faculty.

Example: Budget Airlines team presentation rubric results of four faculty member-evaluators:
**Economics:** It is the social science of how people (or organizations) choose to allocate their scarce resources (money, people, equipment, time, etc.). The science that studies how people choose is indispensable if you really want to understand human beings both as individuals and as members of larger organizations. It is a methodology for analyzing situations where companies (human beings) have to make choices from limited options (and resources).

<table>
<thead>
<tr>
<th>Airline Name:</th>
<th>1 – 3</th>
<th>4 – 6</th>
<th>7 – 9</th>
<th>10 – 11 Exceeds Expectations</th>
<th>Total points per attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ last names:</td>
<td>Not Acceptable</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attributes to be measured:</td>
<td>Presentation lacked organization &amp; had little evidence of preparation.</td>
<td>There were minimal signs of organization or preparation.</td>
<td>The presentation had organizing ideas but could have been much stronger with better preparation.</td>
<td>The presentation was well organized, well prepared &amp; easy to follow.</td>
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<tr>
<td></td>
<td>Spelling (visual) and/or grammatical (oral) errors; 4 or more.</td>
<td>Presentation has up to 3 errors; misspellings and/or grammatical.</td>
<td>Presentation has no more than 2 misspellings and/or grammatical errors.</td>
<td>No misspellings (visual) or grammatical (oral) errors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No sequence of information.</td>
<td>Difficult to follow; team members jump around information.</td>
<td>Logical sequence; somewhat interesting; can be followed.</td>
<td>Presented in logical, interesting sequence. Very easy to follow.</td>
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</table>
This is an internal management audit of the airline.

<table>
<thead>
<tr>
<th>Total points per attribute</th>
<th>10 – 11 Exceeds Expectations</th>
<th>7 – 9 Meets Expectations</th>
<th>4 – 6 Below Expectations</th>
<th>1 – 3 Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge level of the audience has not been considered.</td>
<td>Audience’s knowledge level &amp; interests have been considered.</td>
<td>Audience’s attention is weak.</td>
<td>Audience is not engaged.</td>
<td>Opportunity for adjusting the presentation level for the audience have been missed.</td>
</tr>
<tr>
<td>Audience is not engaged.</td>
<td>Attention has been maintained.</td>
<td>Audience’s attention is weak.</td>
<td>Audience is not engaged.</td>
<td>Audience is not engaged.</td>
</tr>
<tr>
<td>Team is not professional in appearance.</td>
<td>Team appearance is acceptable under most circumstances.</td>
<td>Team members lack in professional appearance.</td>
<td>Team is not professional in appearance.</td>
<td>Team is not professional in appearance.</td>
</tr>
<tr>
<td>Team members not confident &amp; demonstrated little evidence of planning prior to presentation.</td>
<td>Members were all very confident in delivery &amp; excellent in engaging audience.</td>
<td>Presenters were not consistent with the level of confidence/preparedness, but had one or two strong moments.</td>
<td>Team members were occasionally confident with their presentation; however, the presentation was not as engaging as it could have been.</td>
<td>No eye contact; no descriptive gestures; tension &amp;</td>
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<tr>
<td>No eye contact; no descriptive gestures; tension &amp;</td>
<td>Preparation is very evident.</td>
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<tr>
<td>TEAM PRESENTATION DELIVERY</td>
<td>Management Audit</td>
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<tr>
<td>EVIDENCE OF TEAMWORK / EFFORT</td>
<td>Management Audit</td>
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<td>Not Acceptable</td>
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<td></td>
</tr>
<tr>
<td>10 – 11</td>
<td>Exceeds Expectations</td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>nervousness is obvious.</th>
<th>Minimal eye contact while reading mostly from notes. Very little movement or descriptive gestures. Mild tension.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team shows little interest in conveying information to others.</td>
<td>Transitions are disorganized.</td>
</tr>
<tr>
<td>Consistent use of direct eye contact, but still returns to notes. Made movements or gestures that enhance. Minor mistakes, but quickly recovers from them. Little or no tension. Team members transitions fairly organized.</td>
<td></td>
</tr>
<tr>
<td>Direct eye contact; seldom looks at notes; fluid movements; relaxed, self-confident with no mistakes.</td>
<td></td>
</tr>
<tr>
<td>Team members transitions organized &amp; seamless.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total points per attribute</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little evidence of preparation.</td>
<td></td>
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</tr>
<tr>
<td>It seems as though not all members worked on the presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little or very weak research effort.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some preparation is evident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team demonstrated good research.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation &amp; pre-rehearsal was only adequate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent research.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well prepared &amp; rehearsed.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Evident that all team members contributed equally.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>OVERALL CONTENT &amp; APPLICATION OF KNOWLEDGE:</td>
<td>Transitions between team members are not smooth.</td>
<td>are carrying the presentation.</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------iquer in the audit report.</td>
</tr>
<tr>
<td>Understand and apply economic concepts and theories to strategic management of an airline</td>
<td>Team fails to identify any economic concepts and theories in the audit report. No valuable material. As a whole, content was lacking.</td>
<td>Superficial approach to economic concepts &amp; theories in the audit report. Irrelevant or inaccurate concepts, terms, or theories.</td>
</tr>
<tr>
<td>Expectation: <strong>Team should understand and apply economic concepts and theories in a clear and effective manner in the audit report. Explain core economic terms, concepts, and theories</strong></td>
<td>1 – 3 Not Acceptable</td>
<td>4 – 6 Below Expectations</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

122
<table>
<thead>
<tr>
<th>Expectation: <strong>Team should identify the questions at hand, think critically and solves problems in an illuminating way.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Think critically and solve problems</strong></td>
</tr>
<tr>
<td>Problems are not well identified. Identifies inappropriate main issues; describes issues inaccurately; loses focus on given point.</td>
</tr>
<tr>
<td>Team fails to define the problems adequately. Some ambiguity in description of issues.</td>
</tr>
<tr>
<td>Team adequately defines the problems. Selects component points; does not recognize some priorities among details in relation to given question.</td>
</tr>
<tr>
<td>Team states the problems clearly &amp; identifies underlying issues. Describes it accurately; selects key component points; recognizes priorities; picks up unstated implications.</td>
</tr>
<tr>
<td>Attempted to “whitewash” or omit critical points in the audit.</td>
</tr>
<tr>
<td>Indicates weak but relevant reflection on strength &amp; implications of conclusions.</td>
</tr>
<tr>
<td>Audit was objective and honest.</td>
</tr>
<tr>
<td>Audit was objective and frank</td>
</tr>
<tr>
<td>Audit was objective, frank and honest</td>
</tr>
</tbody>
</table>

### Objectivity and honesty in the audit

| Team adequately defines the problems. Selects component points; does not recognize some priorities among details in relation to given question. |
| Audit was objective and frank |
| Audit was objective, frank and honest |

<table>
<thead>
<tr>
<th>per attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>11</td>
</tr>
</tbody>
</table>

123
<table>
<thead>
<tr>
<th>RESPONSE TO QUESTIONS</th>
<th>1 – 3</th>
<th>4 – 6</th>
<th>7 – 9</th>
<th>10 – 11</th>
<th>Total points per attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Acceptable</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
<td></td>
</tr>
<tr>
<td>Team cannot answer expected questions.</td>
<td>Team has difficulty answering questions beyond a rudimentary level.</td>
<td>Team has sufficient knowledge of the material to answer questions.</td>
<td>Team demonstrates full knowledge of the material &amp; can explain and even elaborate on questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points:</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Maximum possible 66</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66 x 4 evaluators = 264</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total points &amp; letter grade equivalent:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59 – 66: A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53 – 58: B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46 – 52: C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xx – 45: D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example questions from reviewers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points: 63

TOTAL POINTS

63

62

60

63

248/264

= 94 (A)
What economic principles, economic characteristics of airlines, or economic issues stood out for you as a result of participating in this course and the airline simulation? What economic concepts or theories of the airline industry are most pronounced after taking this course?

If your airline had the opportunity to “start all over,” what would your team do differently?

Did your airline’s team make decisions (each quarter) on a rational, economic basis or did the team often just take a “stab in the dark” approach?

Of all the performance and operations metrics, which ones were most important to you and why?

Regarding the operating performance model (traffic/yield/output/unit cost = operating profit/loss): where did your airline succeed and where did it fail?

What unexpected risks or set-backs did the airline face during the 10 quarters (2.5 years)?

Did your airline team maintain any records or data worksheets as you progressed in the simulation?

How much total money did your airline spend on demand forecasts, market research information, information on other air carriers’ fares, etc.?

Simulation Teamwork. What are your thoughts on teamwork during the simulation? Did all team members contribute their fair share of the workload and was the quality of the product produced by the team members of that expected?

**knowledge of business principles in aviation-related areas.**

Each student will participate in an airline simulation where each member is part of an executive team of a small airline firm. The simulation provider will contact you to register and practice round before the real simulation starts. Each team will meet to formulate their firm level strategy and submit ongoing decisions concerning critical issues facing the firm. Decisions are due online on the Airline Simulation site on a weekly basis by each team leader. Failure to submit a decision will have severe market consequences on your airline’s performance, and as a result, on your simulation project grade.

The airline simulation activities are integrated into the classroom learning experience. The group project will require collaborative work and everyone is expected to carry an equal share of the work load within each airline team. The group project will be a better product if everyone shares their different knowledge and experiences.
Airline Simulation – Learning Objectives
Experience strategy formulation and implementation in a dynamic (ever-changing and competitive) environment
Learn about group and organizational processes (team work)
Understand the financial implications of air carrier operational, marketing and management decisions
Improve decision-making skills under ambiguous circumstances and time pressure
Experience the fun and challenges of running a small air carrier business

You will have to make weekly decisions and submit these decisions on the Airline Interpretive Simulations website. Each airline team will be graded on the quarterly (each decision period) performance measures for that period. For example, cumulative net income of the airline may be weighted as 10% of the quarterly score. Depending on how well the airline is managed by the team, these quarterly scores will vary from 60 to 90 points of a possible 100 points on the performance measures (reliability, yield, load factor, social performance, etc.).

This is a competitive simulation based on teamwork, analysis of data and good business decisions for the strategies you have decided upon for your particular airline. There will be only one airline (team) winner at the end of the simulation.

This spreadsheet contains the decision-making schedule.

This spreadsheet is a track of the four airlines progress through the semester.

This spreadsheet provides the final operational, economic, and financial metrics results of the four airline management teams.

Course Assessment (Intended Use of Results)
The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

Recommendations by the instructor:

Reduce the final grade weight of the management audit oral and written presentation from 30 percent to a lower value. This activity was the most-heavily weighted in the syllabus.

Consider a different textbook. Students expressed some frustration with the textbook’s lack of flow, editing errors and some chapters at a graduate level.

Give consideration as to how the “airline management teams” are to be constructed. This spring 2022 session involved a random drawing of numbers to see what students would be on each (of four) team. Is it better to let the students form their management team? Would this process result in achieving all the assessment values such as the benchmark?

*Attach description of assignment used for assessment and samples of student work.

See attachments above.
The department met over a 2-year period to revise the Aviation Management program to include additional business and management course content and to include the University required Common Core Components. Following is the revised curriculum.

<table>
<thead>
<tr>
<th>Academic Year 2022 – 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Aeronautics</td>
</tr>
<tr>
<td>Concentration in Aviation Management</td>
</tr>
<tr>
<td>Required Credit Hours in Curriculum: 120</td>
</tr>
</tbody>
</table>

### Flight Science – Data collected in support Curriculum Goals and SLO 1

The department met over a 2-year period to revise the Aviation Management program to include additional business and management course content and to include the University required Common Core Components. Following is the revised curriculum.

### School of Science and Engineering

Oliver L. Parks Department of Aviation Science

### Academic Year 2022 – 2023

#### Bachelor of Science in Aeronautics

#### Concentration in Aviation Management

#### Required Credit Hours in Curriculum: 120

<table>
<thead>
<tr>
<th>Fall Semester Year 1</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 1000</td>
<td></td>
</tr>
<tr>
<td>CORE 1500</td>
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</tr>
<tr>
<td>ASCI 1300</td>
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<tr>
<td>ENGL 1500</td>
<td>3</td>
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<tr>
<td>PSY 1010</td>
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</tr>
<tr>
<td>BTM 2000</td>
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<table>
<thead>
<tr>
<th>Spring Semester Year 1</th>
<th>15</th>
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<tbody>
<tr>
<td>ASCI 1510</td>
<td></td>
</tr>
<tr>
<td>ASCI 1850</td>
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</tr>
<tr>
<td>MATH 1320</td>
<td></td>
</tr>
<tr>
<td>CORE (THEO) 1600</td>
<td></td>
</tr>
<tr>
<td>CORE 1900</td>
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</table>

<table>
<thead>
<tr>
<th>Fall Semester Year 2</th>
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<tr>
<td>ASCI 2250</td>
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<td>ACCT 2200</td>
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<tr>
<td>PHYS 1350/1365</td>
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<tr>
<td>UNIV CORE ELECTIVE</td>
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<tr>
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<table>
<thead>
<tr>
<th>Spring Semester Year 2</th>
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<tr>
<td>ASCI 2750</td>
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<tr>
<td>ECON 1900</td>
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</tr>
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<td>3</td>
</tr>
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<td>UNIV CORE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>UNIV CORE ELECTIVE</td>
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</tbody>
</table>

### Course Descriptions

- **CORE 1000**: Ignite 1st Year Seminar Cura Personalis 1: Self in Community
- **CORE 1500**: Aviation Weather
- **ENGL 1500**: The Process of Composition
- **PSY 1010**: Gen Psychology – Ways of Thinking: Social and Behavioral Sciences
- **BTM 2000**: Introduction to Business Technology Management
- **ASCI 1300**: Aviation Weather
- **ASCI 1500**: The Air Transportation System
- **ASCI 1850**: Safety Management Systems
- **MATH 1320**: Survey of Calculus – Ways of Thinking: Quantitative Reasoning
- **CORE (THEO) 1600**: Ultimate Questions: Theology
- **CORE 1900**: Eloquenta Perfecta: Written and Visual Communication
- **ASCI 2250**: Aviation and Airport Security
- **ACCT 2200**: Financial Accounting
- **PHYS 1350/1365**: Aviation Physics w/Lab – Ways of Thinking: Nature and Applied Sciences
- **UNIV CORE ELECTIVE**: Ultimate Questions: Philosophy
- **UNIV CORE ELECTIVE**: Eloquenta Perfecta Creative Expression
- **UNIV CORE ELECTIVE**: Accident Investigation
- **UNIV CORE ELECTIVE**: Principles of Economics
- **UNIV CORE ELECTIVE**: Equity and Global Identities: Dignity, Ethics, and a Just Society
- **UNIV CORE ELECTIVE**: Eloquenta Perfecta Oral and Visual Communication
- **UNIV CORE ELECTIVE**: Ways of Thinking: Aesthetics, History and Culture
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCI 3050</td>
<td>Operations and Business Environment of Aviation</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>ASCI 4050</td>
<td>Human Factors – Cura Personalis 2: Self in Contemplation</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>MGT 3000</td>
<td>Management Theory and Practice</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>OPM 2070</td>
<td>Introduction to Business Statistics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2220</td>
<td>Accounting for Decision Making</td>
<td></td>
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<tr>
<td>ASCI 3100</td>
<td>Air Carrier Operations</td>
<td></td>
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<tr>
<td>FIN 3010</td>
<td>Principles of Finance</td>
<td></td>
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<tr>
<td>MGT 3300</td>
<td>Management of Human Resources</td>
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</tr>
<tr>
<td>OPM 3050</td>
<td>Introduction to Management Science</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MKT 3000</td>
<td>Introduction to Marketing Management</td>
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</tr>
<tr>
<td>UNIV CORE</td>
<td>Equity and Global Identities: Global Interdependence</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCI 4250</td>
<td>Professional Ethics and Standards</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>ASCI 4450</td>
<td>Aviation Law</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ASCI 4915</td>
<td>Internship with Industry</td>
<td></td>
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</tr>
<tr>
<td>MGT 3800</td>
<td>Project Management</td>
<td></td>
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<tr>
<td>UNIV CORE</td>
<td>Equity and Global Identities: Identities in Context</td>
<td></td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ASCI 4900</td>
<td>Senior Seminar – Cura Personalis 3: Self in World – Reflection-in-Action</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>UNIV CORE</td>
<td>Eloquentia Perfecta: Writing Intensive</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCI 4350</td>
<td>Team Resource Management – Collaborative Inquiry</td>
<td></td>
<td>3</td>
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<tr>
<td>ASCI 4650</td>
<td>Economics of Air Transportation</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ASCI 4900</td>
<td>Senior Seminar – Cura Personalis 3: Self in World – Reflection-in-Action</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>UNIV CORE</td>
<td>Eloquentia Perfecta: Writing Intensive</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
Performance Indicator Rubric

Course: ASCI 1300 Aviation Weather  
Course Instructor: Alec Albright

Semester Taught: Fall 2021  
Number of Students in Course: 8

AVIATION MANAGEMENT CONCENTRATION

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.</td>
<td>7 of 8 Av. Mgmt. students achieved 70% or better (87%)</td>
<td>Yes (small sample size of only 8 Management students)</td>
</tr>
</tbody>
</table>

Course Assessment (Intended Use of Results)
The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

SLO 1: I am offering the following assignment as a sample of the assessment used to gauge student ability to apply student learning outcome “SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.” Students in ASCI 1300 were asked to find an Aviation Safety Reporting System (ASRS) report in which the primary condition causing the safety-related incident was weather. Students then used their knowledge of weather theory and aviation weather products gained from class to write a short essay (400-700 words) about what happened, the type of weather occurring, and how such an incident could be avoided in the future. Students then created a powerpoint presentation and shared their findings with the class. I have included a de-identified copy of a student’s work.

*Attach description of assignment used for assessment and samples of student work.*
ACN 1779262

Overview

- Small single-engined, fixed, low-wing aircraft
- Unexpected icing
- Fly over weather through opening
- Unable to copy IFR clearance
Issues Encountered

- Rapid forming vertical clouds
- MVFR conditions
- Icing
- Blockage of pitot port
- Instrument failure
- O2 tank malfunction

Icing hazard

- Accumulation of ice on aircraft from supercooled water droplets
- Necessary to form
  - Visible moisture
  - Freezing temperatures
- Airfoil shape creates lift force
- Ice buildup on wings reduces lift
Pitot Tube

- Measures pressure
  - Used to calculate airspeed
- Icing can block tube and cause instrument failure
- Pilot lost all primary instruments
  - Able to use steam gauges

Preflight planning

- Important to be briefed of possible weather
- Be aware of freezing levels
- Aviation Weather resources
  - Freezing level charts
  - Icing charts
  - Icing AIRMETS
  - Icing SIGMETS
Takeaways

- Be cognizant of weather and forecasts
- Do not overestimate abilities
- Avoid bad weather is possible
- Do not take unnecessary risks
### Performance Indicator Rubric

**Course:** ASCI 1850 Safety Management Systems  
**Course Instructor:** Terrence Kelly  
**Semester Taught:** Spring 2022  
**Number of Students in Course:** 49

**AVIATION MANAGEMENT CONCENTRATION**

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
</table>
| SLO 1: Conduct aviation operations in a professional, safe, and efficient manner. | Test #1 Class Average - 86.8%  
Test #2 Class Average - 84.0%  
Test #3 Class Average - 86.7%  
Final Exam Class Average – 75.4% | Benchmark Achieved  
Benchmark Achieved  
Benchmark Achieved  
Benchmark Achieved |

**FLIGHT SCIENCE CONCENTRATION**

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
</table>
| SLO 1: Conduct aviation operations in a professional, safe, and efficient manner. | Test #1 Class Average - 86.8%  
Test #2 Class Average - 84.0%  
Test #3 Class Average - 86.7%  
Final Exam Class Average – 75.4% | Benchmark Achieved  
Benchmark Achieved  
Benchmark Achieved  
Benchmark Achieved |
| SLO 2: Describe historical trends, current issues, and emerging opportunities in aviation. | FDM/FOQA Assignment – 41/49 (83%)  
ASAP/ASRS Assignment – 43/49 (87%) | Benchmark Achieved  
Benchmark Achieved |
| SLO 5: An ability to apply the techniques, skills, and modern aviation tools to perform aviation related tasks of a professional pilot. | Risk Matrix Assignment – 45/49 (92%)  
Professional and Ethical Decisions Assignment – 43/49 (87%) | Benchmark Achieved  
Benchmark Achieved |
**Course Assessment (Intended Use of Results)**

The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

ASCI 1850 is a freshman level course introducing Flight Science and Aviation Management students to formal aviation safety programs. Student Learning Outcome 1, Conduct aviation operations in a professional, safe and efficient manner aligns with both Aviation Management and Flight Science students. SLO 1 is somewhat broad and it is my belief the totality of the course applies. Consequently I have used in-class test and the final examination as evidence in support of ASCI 1850 applying to SLO 1. Test scores and the final exam score indicated in the tables above represent aggregate averages of student performance. The 70% minimum threshold average score was achieved in all test and the final exam. In terms of continuous improvement, I would like to have a conversation with my colleagues to discuss whether SLO 1 to broad and should we consider a more precise narrative for the outcome.

SLO 2 discusses the historical trends, current issues and emerging opportunities in aviation applies to Flight Science students. I have used two separate assignments to support SLO 2. The FDM/FOQA assignment attempts to help students to grow in their understanding of the emerging technology available to better understand aircraft performance and the antecedents to negative events. These systems provide an operational perspective from the aircraft rather than the pilots and can compliment our understanding of aircraft operations. Similarly, the ASAP/ASRS assignment develops the students understand of traditional hazard reporting systems and the virtues associate with non-punitive reporting. The aggregate average score for both assignments exceeded the 70% threshold. From a continuous improvement perspective these assignments were voluntary (although over 90% of students submitted the assignments). Moving forward I plan to make these assignments mandatory.

SLO 5 speaks to the ability of students to apply the techniques, skills and modern aviation tools to perform aviation related tasks of a professional pilot. Two assignments supported SLO 5. The risk matrix assignment required students to utilize risk assessment techniques in the interpretation of a risk matrix. The second assignment required students to respond to questions surrounding professional and ethical decision making. Both assignments exceeded the 70% aggregate average threshold. From a continuous improvement perspective, I hope to utilize additional exercises that require students to go beyond providing opinion to analysis and interpretation as a means of exercising their understanding of a previously discussed concept.
*Attach description of assignment used for assessment and samples of student work.
Questions and answer examples from final exam.

Q. In your own words, describe a Safety Management System

A structured process for ensuring safety, identifying risks, mitigating them, and helping make any organization operate safely and efficiently.

A safety management system is an explicit, formal, holistic, and top-down set of strategies, activities, and procedures to systemize and document processes and events for the purpose of optimizing safety within the organization.

A Safety Management System is a formal top-down organization-wide approach to handling risks and ensuring the effectiveness of safety risk controls.

A safety management system is a formalized process for identifying and mitigating hazards as well as ensuring those mitigations are operating properly.

A Safety Management System is a Systematic Scalable and Organization wide approach to identifying, analyzing, and mitigating (along with assurance thereof) a risk.

Q. Describe what a 709-ride is in the context of in-class discussions.

When there is a safety issue with a flight instructor (or any pilot) that the FAA believes would require an evaluation of their skills as a pilot/instructor. If the pilot can demonstrate that the inciting incident was not a result of their consistent lack of skill or training, they will be able to hold onto all certs, if the pilot fails, they will lose all FAA certs.

A 709 ride is a check by the FAA to ensure that the pilot is competent enough to continue to hold their certificate, often used as a check against previous certificate actions.

A 709-ride is an event where a pilot has committed a mistake that results in a questioning of his or her ability to properly conduct flying operations. It typically consists of a representative from the FAA, and it is similar to a check ride. 709-rides are typically done to CFIs if a student commits a big mistake and blames the error on the teaching of their instructor.

A 709 ride is something that can result if a pilot's ability to perform their duties is brought into question by a report. An agent of the regulator rides with the pilot to determine if they should have their certificate revoked.

Q. In the context of ICAO, what is a SARP?
Standards and recommended practices are safety processes that ICAO advises member nations to implement in their domestic airlines.

Standards And Recommended Practices: the set of rules, methodologies, and strategies that ICAO uses as guidelines for its' members' aviation practices.

A SARP is a standard and recommended practice. Since ICAO does not have regulatory authority SARPs are only recommendations.

Standard and Recommended Procedures, procedures/rules produced by ICAO that while not bound by law are almost universally followed.

Q. Describe the concept of recklessness as discussed in class.

Knowingly disregarding rules and policies in a manner which endangers the safety of the operation

Recklessness is taking on unnecessary risks or disregarding safety regulations. Flying with a known landing gear problem or flying through the Gateway Arch are examples of recklessness.

The concept of recklessness is the idea of acting severely out of line and with no respect to rules and regulations. It is also the act of disregarding the safety of people and equipment in an effort to bypass any regulations.

Recklessness is an intentional disregard for safety that is generally disqualifying from non-punitive programs.

Done with blatant disregard to damage/injury it may cause and with disregard to any rules in place

Q, Define the acronym TEM

Threat and Error Management: A methodology to measure the ability of the flight crew to identify and manage threats (unexpected events and risks) and errors (miscalculations and mistakes from the crew). As no flight is free from threats or errors, the ability to recognize and respond to threats and errors is crucial to avoiding 'undesirable aircraft states' and is a key measure of the crew's operational resiliency.

Q. Describe the meaning of the term "mitigation strategy" in the context of an SMS.

A mitigation strategy is a method by which the severity or the likelihood of a risk is reduced, thereby reducing the overall risk. An example of this would be a seat belt, which does not reduce the likelihood of a car crash but does dramatically reduce the fatality rate and severity of injuries associated with one.

Any policy or practice used to decrease the risk (severity or likelihood or both) of an event.

*FDM/FOQA Assignment Examples*
Historically, before SMS, how are hazards identified and mitigated?

Before SMS hazards were identified by waiting for them to happen. After that they would investigate it to see what went wrong. Finally after that step was completed they would make changes to avoid the same accident in the future.

The commercial aviation environment needs to operate safely because it is responsible for the livelihood of many people. Should something go wrong, it has the chance to become catastrophic since travel holds so much power in our world. Money, lives, and the environment can be greatly affected by it.

The Safety Management System is the product of the continuous evolution of aviation safety. Early aviation pioneers had little safety regulations, practical experience or engineering knowledge to guide them. Careful regulation of aviation activities, operational experience and technological improvements have contributed to significant advances in safety over time. In the next major phase of safety improvement, focusing on individual and crew performance or "human factors" further reduces accidents. Each approach has made significant advances in safety. However, even with these major advances, we still have an opportunity to take precautionary measures to prevent accidents. That's the reason why we create the SMS.

What is FDM/FOQA?

FOQA is a program for safety where the data is being collected from flights and being sent to safety programs and up to management.

FDM is flight data monitoring which is where programs monitor the action of an aircraft during flight. The data collected used to improve operational efficiency and safety and reduce maintenance costs.

FDM is a global term used to describe the capture and analysis of information in aircraft flight data recording systems. FOQA is the term used by FAA. It describes a more formal process.

FOQA basically involves collecting flight data, analyzing it, reporting any unsafe occurrences using flight data and flight trends, putting corrective actions into place to reduce or remove unsafe trends and monitoring flight data in order to make sure that unsafe flight trends are not occurring.

What equipment is required for an FDM/FOQA program?

For FOQA they need flight operations, air traffic control, and airports to share de-identified aggregate information with the FAA so that the FAA can monitor national trends in aircraft operations and target its resources to address operational risk issues.

Currently in the near future, what is the greatest opportunity for improving safety?

In the near future, the greatest opportunity for improving safety is by safer landings so there it reduces the chances of a costly runway excursion or other landing-related incident. Cost saving airports. Lastly, better passenger experience.
Greatest safety problems are work environments in which people are not receiving the respect they deserve or in which secrets are kept and blame is placed. The work environment influences both product quality and safety so heavily that without these, it puts everyone in danger. The aviation community specifically has a very far way to go on topics like health reform and increasing diversity.

The way I would go about challenging this problem is by opening up some kind of anonymous forum in which we can talk about the issues we face on a daily basis. This will be non-punitive much like ASAP and ASRS (to an extent), but those in the aviation industry can communicate with one another anonymously and push out ideas for bettering mental health and diversity without feeling like they may lose their medical or be publicly humiliated because of their opinions.

I think GPS will be the greatest opportunity for improving safety. Right now, the GPS is working really well, but if we improve it, let it can locate us more detail, and also tell us the weather data on the radar. Also, the reason I want the GPS to improve is there’s so many flight that got lost, or after the accident, we can still use the GPS to locate the exact location of the aircraft.

Compare and contrast between professional, safe and efficient aviation operations. (How are the three interrelated?)

Compare: All of them tie back to one another because if one fails they all will fail. It is like the domino effect, if safety fails they all will fail and the other ways around as well.

Contrast: These can be all different because professionals can go in multiple ways by treating other people or just by overall just doing the right thing by having manners and following the guidelines to the exact. Also to add to that maintain an image. Save can be by making the passengers safe, making the airport safe and making all aspects of aviation safe. And lastly efficiency is just maintaining that and being up-to-date and not waiting until the last second or by not being ahead of the game.

The most important aspect of a safety management system to me would likely be assurance. Looking at numbers and data and other types of feedback information help me a lot to improve my skills and mentality. This feedback is something that I think we all need in some shape or form, and I'm especially glad that we have such great programs in place to allow us to see such feedback. As always there is room for improvement, but I think that we do a good job so far of increasing the dissemination of information.

I feel like if an airline taking care more on professional will be focus on how passenger enjoying the flight. But in professional doesn’t mean it’s not safe, but probably not efficient, because the money goes with professional and or other thing that provide on the aircraft. And for safety, we can look up for those airlines didn’t have any flight accident. Because their safety culture will be created better than others. Maybe the airline is not famous or a big airline, but they always put safety first. Last, the efficient aviation operations, will think the airline need aircraft can carry more passengers in one time, or fly more as it can to create the maximum profit. The efficient aviation operation are usually cheap airline or the airline that doesn’t care about safety or professional at first.

ASAP/ASRS Assignment Examples

Provide a description of the difference between Aviation Safety Action Program (ASAP) and the Aviation Safety Reporting System (ASRS).
ASAP promotes safety by encouraging voluntary self reporting of safety occurrences and situations to the Federal Aviation Administration (FAA) certificate holder. The reports are analyzed to reduce hazards and focus training.

ASRS is a voluntary confidential reporting system that allows pilots and other aviation professionals to confidentially report near misses or close call events in the interest of improving aviation safety. Also NASA plays a big part in this.

ASAP programs are ran by airlines and the FAA, ASRS programs are funded by the FAA and ran by NASA. ASRS reports are more geared toward general aviation, whereas ASAP programs are seen more commonly in scheduled air carriers.

ASAP or Aviation Safety Action Program will report to the FAA whereas ASRS or Aviation Safety Reporting System is reported to the NASA. They are both considered non-punitive by the regulator, but if an ASRS is filed management can punish if they decide to. In an ASAP there will only be punishment if the big 5 rules are broken. Anyone can file an ASRS report, but it is mainly for GA aircraft whereas ASAP is only pilot reported and for big airlines.

Describe how an ASAP program is independent with Safety Policy

An ASAP program is independent of Safety Policy because Safety Policy is a document in aviation safety management systems that outlines what your organization's safety values are. It is like its name, the Policy of a company

An ASAP program follows through with the training and knowledge that pilots receive because of safety policy.

Safety Policy means safety is implemented, however the ASAP program is a form of Safety Assurance which shows that safety is truly valued within the program. Policy is the technical aspect whereas assurance is the workplace interaction aspect. You need both and they work together to form great safety management ethics.

Describe how an ASAP program is interdependent with Safety Risk Management

An ASAP program is independent of Safety Risk Management because it is a process within the Safety Management System composed of describing the system, identifying the hazards, and analyzing, assessing, and controlling the risk. While ASAP promotes safety by encouraging voluntary self reporting of safety occurrences

ASAP programs are interdependent with SRM because they help ensure that pilots are acting in the overall interest of safety.

ASAP is used for pilots to report issues so that they can be recognized and evaluated. Safety Risk Management is much of the same concept in that risks are acknowledged and then dealt with.

Describe how an ASAP program is interdependent with Safety Assurance
An ASAP program is independent with the Safety Assurance because their data acquisition is by using FOQA, LOSA, Safety reporting, audits, reviews, studies, surveys, performance data, investigations, organizational change, new equipment, procedures, and management. Also Safety Assurance is a formal management process within the SMS that systematically provides confidence that an organization's product or service meets or exceeds safety requirements.

An ASAP program is simply following through on safety, so it is kind of paired with the safety assurance process. It is essentially another level of safety assurance.

ASAP is connected to Safety Assurance in that the data that is utilized in Safety Assurance can come from the reports of pilots from ASAP. Safety Assurance contributed to ASAP in that any critiques can be used to adjust the ASAP in turn.

Describe how an ASAP program is interdependent with Safety Promotion

An ASAP program is independent of the Safety Promotion because safety promotion ensures personnel are trained and competent to perform their safety management duties. They communicate their information through bulletins, notices, newsletters', briefings, meetings, workshops, and media.

ASAP programs are directly interdependent with safety promotion because they are beneficial to the overall safety culture. They help create an ideal safety culture for an airline to strive for.

ASAP is connected to Safety Promotion because a community that is centered around reporting safety issues is a community that is working towards a safer and more appropriate environment.
Risk Matrix Assignment Examples
Please respond to the five questions located below the risk matrix.

1. Explain the meaning of the terms used on the X-Axis.
   The terms on the x-axis represent the likelihood of a risk happening. From impossible meaning that the risk is not probable of actualizing to highly likely or frequent, meaning that the risk is likely to occur or should be expected.

2. Explain the meaning of the terms on the Y-Axis.
   The y-axis represents the damages or impact that a risk could have. Ranging from very low extent of damage to very high. This can be measured in cost and danger to passengers and crew. With very low meaning that there is minimal expenses to come from the risk and little to no danger for passengers.

3. Explain the changing color gradient used in the risk matrix.
   The color gradient represents the relationship of likelihood to damages. Green represents a low level of risk, yellow shows a medium level of risk, orange represents a high level of risk and red means that there is a very high level of risk.
1. Explain the meaning of the terms used on the X-Axis.

The X-axis terms represent how likely (common or uncommon) it is for a given risk to occur. If the risk is “impossible,” it will never happen. If the risk is “highly likely,” it is a risk that most likely happens frequently.

2. Explain the meaning of the terms on the Y-Axis.

The Y-axis terms represent the severity (very low–very high) of a damage. If a plane is scratched, the damage is very low but if a plane crashed, the extent of damage is high.

3. Explain the changing color gradient used in the risk matrix.

I think of the colors like stop lights. Green means “OK,” there isn’t anything risky about going through a green light. Yellow means “slow down.” If you go through a yellow light it won’t hurt you but you need to be cautious. Red means “STOP.” Running a red light is very dangerous and can result in loss of life.

4. Briefly describe the risks associated with the following data points in the risk matrix.

Risk 1: This likelihood of this risk occurring is not unusual and if it does happen the damage is only somewhat bad.

Risk 2: This is a risk that is guaranteed to happen. Every plane and pilot will experience it at some point in their career and the damage is pretty bad.
1. Explain the meaning of the terms used on the x-axis.
   The meaning of the x-axis is how likely an event may occur. This axis does not determine how bad some thing will be if it were to happen.

2. Explain the meaning of the terms on the y-axis.
   The meaning of the y-axis is how bad the damage would be if the event were to occur. This axis does not show how often the event may occur.

3. Explain the meaning of the risk gradient used in the risk matrix.
   The color changing on the graph shows generally whether or not a risk would be accepted or whether it should be mitigated. In the green area, there is a combination of an event not happening and the outcome not being bad. This risk would most likely be allowed. However, as we move into the red area, that is an event that is likely to happen and would be catastrophic if it did. This risk would need immediate mitigation.

4. Briefly describe the risks associated with the following data points in the risk matrix.
   - Risk 1: Risk one may happen, and that can be ok. In some cases, however, here it should be mitigated as the extent of damage is low. While this does not seem that bad it is not ideal for this to be happening often.
   - Risk 2: Risk two is completely unacceptable. It is highly likely to happen and would cause a very large amount of damage. This is a risk that would need to be immediately mitigated. This would not be acceptable anywhere.
   - Risk 3: Risk three is not as bad as risk two, however, it is still at an unacceptable level. It is likely to happen however the results are still high if the event were to occur.
Professional and Ethical Decisions Assignment Examples

*Describe why it is an ethical imperative to operate safely in the commercial aviation environment.*

It is an ethical imperative to operate safely in the commercial aviation environment because we need to be able to take responsibility, meet obligations, tell the truth, keep promises, and avoid harming people. By doing these things we are more likely to keep our job and climb the ranks faster.

Instead of the preventative approach we learned from mistakes which was oftentimes extremely destructive or fatal. We know now how to prevent these mistakes before they happen.

It is imperative that there is safety in a commercial aviation environment because we are responsible for the lives of a lot of people. Safety is vital because if we are not safe, the consequences are dire. Not only is a lot of money lost, lives are lost, infrastructure can be destroyed, and trust in the aviation environment can be lost.

*Compare and contrast ethical versus professional obligation to commercial aviation safety.*

Compare ethical versus professional obligation to commercial aviation safety:
- Discipline goes with safety
- Have to do the same thing every flight no questions asked about it
- Being very professional in both standards

Contrast:
Ethics include a number of features such as secrecy, respect and honesty while professionalism can be defined as the expertise, ability and the behavior displayed by an individual of a certain occupation.

Ethical obligations to commercial aviation safety have to do with making sure it is safe because safety should be a baseline. Ethical obligations should make sure that people are as safe as possible because it's the right thing to do. Professional obligations to commercial aviation safety have to do with making sure aviation is safe because that is the most cost effective thing to do. Being safe means you get more business and lose less money due to incidents. Both ethical and professional obligations ultimately work together to trying to have a safer industry with less hazards.

The greatest safety problem are unknown hazards. Hazards that we don't anticipate are the most dangerous because we have no way to prepare for them until they actualize. They can take lots of lives and cost a lot of money.

FDM stands for Flight Data Monitoring which allows us to see data from the important phases of flight. FOQA is Flight Operation Quality Assurance which is a program that utilizes the information from an FDM and compiles it to find potential hazards that could be latent or unseen.

Flight Data Recorders are used in FDM and FOQA in order to track flight information.
From both an ethical and professional perspective, identify the greatest safety challenge/problems associated with commercial aviation.

Ethical: Overbooked Flights, Cramped Seats, False Advertising, Discrimination.

Professional: Not handling the situation of an occupant the right away by going away from all the companies policies

From both an ethical and professional perspective, how would you suggest we go about solving the safety challenge/problem identified in the question above.

I would go about solving the safety challenge/problem identified in the question above by Cost savings - Airports. Never over-treat surfaces again, Operational savings, Fewer delays, Better passenger experience. I feel if we did all these things every customer would be happy and there would be far fewer issues regarding a lot of things. Another big one is discrimination which we need to work on more.

I believe that “Big Data” is the information that we refer to when there is too much information to analyze. FDR’s pull in a lot of info each flight and we receive a lot of data from other sources as well, so analyzing this is our best chance at improving safety.

The only thing you can really do to protect against unknown hazards is to have a really good reporting safety environment. If you have a reporting environment, you know about hazards as soon as they occur so that you can more as fast as possible to try and mitigate any risk that comes up.

From a pilot’s perspective, what are the most important aspect of a safety management system

In my opinion I would say the evaluation of tools. The tools that are created can help report incidents a lot more easier and investigate the cause of certain accidents that happen that we don’t understand. These tools will help us be more precise and have fewer issues in the future because we know now how to mitigate that problem.

Safe operations hold the safety of all people, places and things above all else. Efficient operations hold production and quality of production above all else. Professional maintains a respectful and responsible environment for all workers to thrive. Safe and professional often align however safe and efficient don’t always. There sometimes needs to be a median in which we maximize both safety and efficiency and if that is suitable then we can proceeds.

I would argue that Safety promotion is the most important aspect of SMS for pilots. This is the overall environment in which they work. If it is a bad environment, then pilots will be the ones to directly suffer. However, in a good reporting environment people trust each other and the company to report mistakes, ultimately making an even safer environment to work in. Having ASAP programs where pilots report and know it is non-punitive. Safety Promotion is the most important aspect of SMS from a pilot’s perspective.
Using the Fishbone Template below, evaluate some of the contributing causes to the engine on the American Airlines Flight 191 departing the aircraft.
# Performance Indicator Rubric

**Course:** ASCI 3050 Operations and Business Environment of Aviation  
**Course Instructor:** Amelia Preis  
**Semester Taught:** Fall 2021  
**Number of Students in Course:** 24

**AVIATION MANAGEMENT CONCENTRATION**

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
</table>
| SLO 1: Conduct aviation operations in a professional, safe, and efficient manner. | Midterm Exam Question 7 – 96%  
Midterm Exam Question 18 – 88%  
Final Exam Question 2 – 96%  
Final Exam Question 15 – 91%  
Final Exam Question 19 – 74% | Yes |
| SLO 5: Apply knowledge of business principles in aviation-related areas. | Midterm Exam Question 2 – 96%  
Midterm Exam Question 24 – 88%  
Final Exam Question 11 – 100%  
Final Exam Question 16 – 78%  
Final Exam Question 18 – 82% | Yes |

**Course Assessment (Intended Use of Results)**
The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

The current level of course content and presentation of materials is sufficient to achieve satisfactory outcomes. To better improve the online course experience for students (and further improve outcomes), the instructor might provide prerecorded lecture materials and additional means of assessment (and more frequently) in the course to ensure topics are internalized among students.
*Attach description of assignment used for assessment and samples of student work.

Midterm and Final Exams are attached.

Sample student responses:

Midterm Exam Question 18: Identify two of a flight department manager’s ideal traits. In your own words, explain what each trait means and how that is demonstrated in a flight department?

Response: To me, vision is seeing things in the long run and thinking of ways to get there. Vision is seeing what the department could be and having a plan for how to get there. If a flight department is just starting, or needs a remodel, a manager would need vision to see the potential the department has and communicate how she sees the department running more effectively and efficiently in the future and how they plan on achieving that vision. Another trait is appreciation of people power. Just because the manager has the title of a leader, does not make them a good leader. An actual good leader is one who accepts that the power comes from their subordinates and their respect. Appreciating the power of the other people in the flight department is important for any manager because it creates a culture of respect and hard workers. By appreciating and valuing the other people in the department more valuable work can be done. It is important for the flight department manager to have this because they can better lead their people and the other workers will feel valued and be more productive.

Final Exam Question 15: Discuss the role of culture within a flight department. How does the culture of a flight department affect its team of workers? As a future leader in the business aviation industry, how would you contribute to the culture of a flight department?

Response: Culture plays an immense role in a flight department. Whether the department has a culture of openness, high performance, motivation to work and contribute, and teamwork says a lot about the department's success and ability to distinguish themselves as the best. Company culture sets the tone for how employees will work and contribute to the department. If employees feel encouraged to show up to work and go above and beyond their position, the department will produce the best results. As a future leader in business aviation, I would cultivate a culture of the tenets I listed above - openness, high performance, motivation to work and contribute, and teamwork. I would incorporate some cultural aspects from the corporate culture into the department. In addition, I think that individuals within the department should feel compelled to bring any issues to the department leaders. I would align my department with the best practices in the industry while reaching out to those who come behind us to mentor them and foster a positive environment in business aviation. The flight department manager assumes a large responsibility in ensuring the culture of the department is maintained. They set the tone for the culture in how they value feedback and create a culture of openness where employees' voices can be heard. The flight department manager has the responsibility of receiving feedback from employees on the culture to maintain or produce better results for the department's culture.
Final Exam Question 19: Discuss, in detail, one ethical challenge within business aviation today. Provide enough information to summarize the issue, varying viewpoints (as applicable), and where the issue may stand in the future.

Response: An ethical challenge within business aviation is the environmental impact of business aviation. Business aviation has long distinguished their sector of aviation as being environmentally friendly through various initiatives. An initiative that was recently created by the National Business Aviation Association is the Sustainable Flight Department Accreditation Program, which encourages business aviation organizations to meet high standards for environmental sustainability, so that the goals of a sustainability culture in the community can be advanced. This program highlights sustainability in flight through carbon emissions and sustainable aviation fuel, in operations through recycling and reducing resources, in ground support through sustainable equipment and vehicles, and in the infrastructure through hangar and facilities. This program is effective for flight departments to become leaders within the industry and align themselves with industry best practices. The business aviation industry does its best to promote ethical behaviors from the manufacturers who produce parts and aircraft that are more efficient performance and fuel wise to the operators who uphold the use of sustainable aviation fuels and work to be recognized as a Sustainable Flight Department. As the rest of the world makes strides to reduce emissions and protect our environment through the changes we experience, it is the most ethical decision for the business aviation does the same.

Midterm Exam Question 2: Company executives appreciate the convenience for one-time trips and the chance to explore what on-demand aviation services have to offer without committing to aircraft purchase. One downside is that they don’t have too much control over the specific aircraft used each trip. Which type of operation does this statement best describe?

Aircraft charter Fractional ownership In-house aircraft Management company

Midterm Exam Question 24: Respond, in your own words, to the question: Are budgets necessary in corporate flight departments?

Response: Budgets are completely necessary in corporate flight departments, so that the department can receive the funds they need to operate. Some years prices differ, especially fuel and maintenance costs, so the department's budget takes into account the increases or decreases in a given year of operating. If a department plans to fly more in a year, their budget needs to be larger. The budget helps align the operational plans with the costs associated with operating. Tracking financial information is crucial for a department, so they can create a cost analysis and analyze how to save the company money.
Final Exam Question 11: This ethical situation occurs when a person's private interest(s) interferes or appears to interfere with the company the professional is representing.

Full disclosure Decision-making
model Moral evaluation
Conflict of interest

Final Exam Question 16: When evaluating pilots and employees within corporate flight departments, what are some characteristics or behaviors that should be considered and evaluated? How could a flight department manager make employee evaluations a more useful exercise in a corporate aviation department?

Response: When evaluating pilots and employees within corporate flight departments, some characteristics and behaviors that should be evaluated are personality, fit-in-role, teamwork ability, creativity, motivation, enthusiasm, professionalism, ability to learn and grow, communication, and service-mindedness. These can all be evaluated in a yearly performance meeting with a manager. It is important to sit down and get an understanding for how an employee is growing and what the department manager can do or offer to them to help them grow. A flight department manager can make employee evaluations a more useful exercise in a corporate aviation department by having goals and objectives that the employee should reach in their meeting and rewarding the employee for going above and beyond. They should also make this exercise useful by asking the employee what their needs are for success. If a department manager sees someone continually going above and beyond, they can challenge them year after year with new tasks or projects. I think it is important that the department manager is consistent with evaluations and eliminates any bias they may have towards an employee.

Final Exam Question 18: Why is it important for business aviation professionals to consider ethical decision making in their work? What are some scenarios where a strong sense of ethics could serve the professional well?

Response: Within business aviation, ethics can be a stand for building integrity among key personnel and professionals in the industry. It is important for business aviation professionals to consider ethical decision making in their work because ethics is essential for representing the company well and being a well-regarded professional. In making an ethical decision, one must consider their own character and integrity and the consequences of their actions to act on the situation in question. Both Individuals, corporations, and organizations should seek to live by ethical code. They should act so that their choices would not appear in a newspaper because they disobeyed what is viewed to be ethical.

Conducting oneself in an ethical manner means doing things for the better of those around you. Being ethical is not a selfish behavior and it shows one has the morals and understanding to work with and adapt to others. Ethics comes from the top down and it is essential for those in management positions to act ethical towards employees, passengers, and all they interact with. Some scenarios that having a strong ethical code would serve professionals is with regards to social media, travel policies, and confidentiality. I would say that an employees social media is a reflection of the company they work for. They shouldn't be posting about passengers or voicing harsh feelings about the company on their social media. In addition, they should represent the company well and post appropriate images. Travel polices are also importantsuch
as abiding by alcohol policies as well as representing the company well and being respectful to line service, customer service representatives and other pilots and people you come across. As a professional, you are not only a representation of yourself, but also your company.
A company purchases a \( \frac{1}{8} \) share of a fleet of aircraft. The scheduling, staffing, flight planning, maintenance and insurance are handled by a provider. Which type of operation does this statement best describe?

- Difficulty Index: 1.00
- Discrimination Index: 0.00
- RPB: 5.00/5 pts
- Mean Earned Score: 4.79/5 pts

Company executives appreciate the convenience for one-time trips and the chance to explore what on-demand aviation services have to offer without committing to aircraft purchase. One downside is that they don't have too much control over the specific aircraft used each trip. Which type of operation does this statement best describe?

- Difficulty Index: 0.96
- Discrimination Index: 0.08
- RPB: 1.00
- Mean Earned Score: 4.79/5 pts

Which of the following are not elements of execution?

- Difficulty Index: 0.96
- Discrimination Index: 0.08
- RPB: 1.00
- Mean Earned Score: 4.79/5 pts

Which of the following are skills that effective managers should utilize? (Select all that apply)

- Difficulty Index: 0.63
- Discrimination Index: 0.69
- RPB: 0.91
- Mean Earned Score: 4.17/5 pts

The aviation department manager or chief pilot must do what with an organization’s vision?

- Difficulty Index: 1.00
- Discrimination Index: 0.00
- RPB: --
- Mean Earned Score: 5.00/5 pts
Within a flight department, all personnel should be provided with a detailed ___ to ensure that they understand what is expected of them and to coordinate their tasks with others in the department.

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<td>5.00/5 pts</td>
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True or False | 5 points possible

The most important aspect of feedback development is a means to measure progress, be it time, quality,
quantity, or resources allocation.

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True or False | 5 points possible

Operational plans should be used to create strategic plans.

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<tbody>
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<td>0.83</td>
<td>0.31</td>
<td>1.00</td>
<td>4.17/5 pts</td>
</tr>
</tbody>
</table>

True or False | 5 points possible

The flight department must keep a record of all flights made, providing at least the date, departure and arrival points, names of passengers, and whether the passengers were employees and whether they had a business purpose for the flight.

<table>
<thead>
<tr>
<th>Difficulty Index</th>
<th>Discrimination Index</th>
<th>RPB</th>
<th>Mean Earned Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>0.00</td>
<td>--</td>
<td>5.00/5 pts</td>
</tr>
</tbody>
</table>

Fill in the Blank | 5 points possible

The NBAA defines ______ as “aircraft owned or leased and operated by a corporation or business firm for the transportation of personnel or cargo in furtherance of the corporation’s or form’s business and which are flown by professional pilots receiving a direct salary or compensation for piloting.”

<table>
<thead>
<tr>
<th>Difficulty Index</th>
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<th>RPB</th>
<th>Mean Earned Score</th>
</tr>
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<tbody>
<tr>
<td>0.92</td>
<td>0.15</td>
<td>1.00</td>
<td>4.58/5 pts</td>
</tr>
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</table>

Fill in the Blank | 5 points possible

Goals must be______so that progress towards them may be measured.

<table>
<thead>
<tr>
<th>Difficulty Index</th>
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<th>RPB</th>
<th>Mean Earned Score</th>
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</thead>
<tbody>
<tr>
<td>0.96</td>
<td>0.08</td>
<td>1.00</td>
<td>4.79/5 pts</td>
</tr>
</tbody>
</table>

Essay | 5 points possible

Define on-demand transportation in your own words.

<table>
<thead>
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<th>RPB</th>
<th>Mean Earned Score</th>
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<td>0.08</td>
<td>1.00</td>
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Essay | 10 points possible

Briefly describe two pros and two cons of a company owning business aircraft.

<table>
<thead>
<tr>
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<th>RPB</th>
<th>Mean Earned Score</th>
</tr>
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<tbody>
<tr>
<td>1.00</td>
<td>0.00</td>
<td>--</td>
<td>10.00/10 pts</td>
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</tbody>
</table>

Essay | 10 points possible

What is an aircraft use policy? Why is it used?

<table>
<thead>
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<tr>
<td>1.00</td>
<td>Essay</td>
<td>10 points</td>
<td>0.00</td>
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</table>

Disc possible
What is the difference between strategic and operational planning?

<table>
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<td>--</td>
<td>10.00/10 pts</td>
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</tbody>
</table>

Essay | 10 points possible

Identify two of a flight department manager's ideal traits. In your own words, explain what each trait means and how that is demonstrated in a flight department?

<table>
<thead>
<tr>
<th>0.79</th>
<th>0.09</th>
<th>--</th>
<th>9.13/10 pts</th>
</tr>
</thead>
</table>

| 0.79  | 0.09  | --    | 9.13/10 pts       |
Essay | 10 points possible

Explain why the flight department needs to be connected to the company (headquarters) it serves. How does the flight department manager reinforce that value?

Difficulty Index | Discrimination Index | RPB | Mean Earned Score
--- | --- | --- | ---
0.83 | 0.31 | -- | 9.38/10 pts

Essay | 10 points possible

What is a strategic plan?

Difficulty Index | Discrimination Index | RPB | Mean Earned Score
--- | --- | --- | ---
0.96 | 0.00 | 0.98 | 9.50/10 pts

Multiple Choice | 5 points possible

This measure of performance asks the question "Is a given action being performed with minimum effort and resources?"

Difficulty Index | Discrimination Index | RPB | Mean Earned Score
--- | --- | --- | ---
1.00 | 0.00 | -- | 5.00/5 pts

Multiple Choice | 5 points possible

This performance measure asks the questions, "Is this product or service fulfilling the organization's mission adequately?"

Difficulty Index | Discrimination Index | RPB | Mean Earned Score
--- | --- | --- | ---
1.00 | 0.00 | -- | 5.00/5 pts

Essay | 10 points possible

Provide one reason why a report of information about the flight department would be needed.

Difficulty Index | Discrimination Index | RPB | Mean Earned Score
--- | --- | --- | ---
0.88 | 0.23 | 0.95 | 8.88/10 pts

Essay | 10 points possible

Why might an audit be initiated in a flight department?

Difficulty Index | Discrimination Index | RPB | Mean Earned Score
--- | --- | --- | ---
0.88 | 0.23 | 0.65 | 9.46/10 pts

Essay | 10 points possible

In your own words, what is a budget?

Difficulty Index | Discrimination Index | RPB | Mean Earned Score
--- | --- | --- | ---
0.96 | 0.08 | -- | 9.88/10 pts

Essay | 10 points possible

Respond, in your own words, to the question: Are budgets necessary in corporate flight departments?

Difficulty Index | Discrimination Index | RPB | Mean Earned Score
--- | --- | --- | ---
0.88 | 0.15 | -- | 9.21/10 pts

Essay | 10 points possible

Identify and define the two types of costs that are associated with aircraft operation.
Explain the differences and advantages/disadvantages of leasing versus purchasing an aircraft.
Summarize a new concept or term that you have learned so far in this course. What about it is compelling? How might you apply that knowledge to your future career?

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</tr>
</tbody>
</table>
Performance Indicator Rubric

Course: ASCI 3100 Air Carrier Operations
Course Instructor: ____Weinberg______________________________
Semester Taught: __Spring 2022________________________
Number of Students in Course: __45_____

AVIATION MANAGEMENT CONCENTRATION

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<td>98%</td>
<td>Yes</td>
</tr>
<tr>
<td>SLO 5: Apply knowledge of business principles in aviation-related areas.</td>
<td>98%</td>
<td>Yes</td>
</tr>
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Course Assessment (Intended Use of Results)
The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

*Attach description of assignment used for assessment and samples of student work.*
To: The Magis Air Board of Directors  
From: Saint Louis Consulting, Team 1 (Karabas, Deles, Carlson, Warren, and Alotaibi)  
Topic: Counterfeit Parts, Improper Tool calibration

A recent audit from the Coordinating Agency for Supplier Evaluation (CASE) has discovered that counterfeit parts were installed on another carrier’s aircraft by Flemco Tecknic, a Maintenance, Repair, and Overhaul (MRO) vendor, of which Magis Air is also a client. Furthermore, the auditors discovered improperly calibrated tooling.

An EMB-145 from Magis Air’s fleet was serviced and repaired last month at this facility, and it is not clear yet whether the aircraft has been impacted by the faulty tools or calibration. We’ve also received reports that certain managers have suggested that the aircraft be put in service anyway, since no in-flight issues have yet been reported and the airframe is scheduled to be retired soon anyway.

Magis Air has a legal obligation under 14 CFR 121.363 and 14 CFR 135.413 to ensure the airworthiness of its aircraft, and that all maintenance and servicing is performed in accordance with the manual, even when that work is performed by an MRO. Failure to comply with these directives could result in Magis Air’s certificate being revoked. Furthermore, the International Air Transport’s Association requires that Operators have processes to ensure that all aircraft parts and materials are from approved sources. Ignoring this directive could jeopardize Magis Air’s campaign to join Big Globe Alliance as a full member.

Therefore, We at Saint Louis Consulting recommend that the airframe be grounded immediately for inspection and, if necessary, servicing to correct any discrepancies. Furthermore, we also recommend the management team receive refresher safety training that covers an Air Carrier’s legal responsibilities with regards to counterfeit parts and improper tool calibrations. The safety of our passengers and crew is paramount, and the risks associated with shortcuts in maintenance are so catastrophically high as to be unacceptable.

We would like to also refer this case to Magis Air’s legal team. Sale and Use of counterfeit parts is a serious federal crime, and we believe a case exists to recoup some of the costs of grounding and inspecting the airframe via civil suit action against Flemco Tecknic.
Week 3 Discussion

You are part of a team of consultants hired by the Board of Directors of Magis Air, a Part 121 air carrier that has operated regional jets as a partner airline for Span America Airlines, a legacy major airline. Span America has had its air carrier certificate revoked by the FAA and ceased operations.

The Board of Directors of Magis has decided to fill the void left by Span America and would like to grow the airline. They are focused on being the best airline in the industry for employees, customers, and the general public. They strive to design the airline with an eye for “quam plurimi et quam aptissimi”, that is “as many as possible of the very best”. Unlike Span America, safety and compliance are paramount for them and the foundation of their operation. As ethical executives they expect sound moral judgement in the guidance you will provide to them even if it seems to conflict with their initial proposals.

Over the next 8 weeks you will be consulting them on decisions that they post to your team. You must provide them with sound advice from the content covered in that week from lectures, the textbook, online references, material learned from other courses outside this, life experiences and possibly guest speakers. Discuss that advice on the discussion board and then make your final recommendation to Magis Air in bold type.

Week 3: Technical Operations/Maintenance

Magis has just been made aware through CASE auditors that counterfeit parts were used on another carrier’s aircraft at Flemco Tecknic one of the MRO’s that Magis also uses for heavy maintenance. In addition they found some critical tooling out of calibration. Magis has an aircraft that has come out of Flemco Tecknic in the last month due to some damage that occurred earlier but the aircraft is due to be retired soon. It is not known if Magis’ aircraft was impacted by the parts or tooling yet. Some in management are saying that “the parts found were probably not used for our repair. The aircraft has been operating for the last month without issue. It will be retired soon and would cost too much to ground it and inspect it.”

From what you now know about CASE, MROs, tooling, calibration and maintenance responsibility, what is your general recommendation and detailed plan for Magis leadership?
Week 6: Flight and Cabin Operations

Issue 1:

Recently on Magis a gate agent required a customer to gate check a bag that did not meet the size requirements in Magis’ FAA approved Carry On Baggage Program. The customer was a famous politician and elite customer and voiced his displeasure. The Senior Flight Attendant and First Officer intervened and wanted to let the customer on with the bag because they determined there was room for the bag in the overhead bins so that it could be securely stowed. The gate agent explained that while there might be room the bag exceeded the approved size from Magis’ FAA approved program. What is the correct resolution to this issue?

Follow up Policy Question

Post 9/11 at the creation of the TSA, the TSA established a requirement for carry on baggage allowing only one carry on and a small personal item such as a purse or briefcase, which became known as 1+1. This was done to ensure efficiency in scanning and reduce the population of bags that could conceal weapons. If this restriction were to be lifted Magis would have freedom to revise it’s carry on baggage program. The program would still need FAA approval.

With this in mind if Magis were to consider revising their carry on bag program from 1+1 and limiting the size to 9”x14”x22”, what does your group suggest as a more effective way to manage carry on bags?

Should they allow passengers to bring what they want until bins are full and too bad for late boarders?

Should they not allow any carry on bags?

Should they charge for carry on bags?

Should they be unlimited?

Consider the repercussions of your recommendation on safety as well as customer satisfaction and provide Magis leadership with options to select from and your recommended option.
To the Board of Directors of Magis Air,

In regards to the incident that's related to the baggage size requirements of Magis Air, the gate agent is justified and made the correct choice to not allow the passenger to board the aircraft. Even if the passenger connected to this event is high-profile, it would not be in Magis Air's best interest to allow anyone to board with a bag that does not meet the size requirements of Magis' FAA-approved carry-on baggage program. If any passenger, regardless of their position, were to board Magis Air's aircraft with a carry-on that does not meet its approved program, it would be in direct violation with 14 CFR § 121.589 (a). This particular FAR specifically states that no passenger may board an airplane if their baggage exceeds the baggage allowance that is prescribed in the operating carrier's carry-on baggage program. Furthermore, allowing the passenger to board would be a breach of safety. It is Magis Air’s responsibility to uphold its operations specifications and ensure that safety is being maintained. It would be advisable to send out an announcement or memo to address this situation. Magis Air should explain and specify its commitment to following regulations and upholding safety for every passenger equally, regardless of their position.

1. Even if there are other possible options for revising Magis Air's carry-on baggage program from the traditional 1+1 and size limit policies, we believe that the current policy that is in place is ultimately the best choice. Our reasoning for believing this is the best option can be broken down into various perspectives:
   
   o By changing the limitations for baggage sizes, it could lead to a conflict with baggage screening devices due to the possibility of passengers choosing to fly with carry-on bags that are too large for the devices to properly scan.
   
   o There are weight and balance issues to consider when changing the size limitations of carry-on bags, such as the predetermined average weight of what Magis Air would expect for a passenger to bring onboard. If size limitations change, the averages will also have to be reevaluated.
Increasing the limit of carry-on bags could lead to a lack of space available for every passenger’s carry-on luggage, as well as possible conflicts with baggage scan devices due to an influx of carry-on bags that require scanning.

If Magis Air were to choose to change its policy, it would need to take these considerations into account. Even so, if a change were to be implemented, one of the better options would be to give passengers a choice to pay an extra fee to carry an additional carry-on bag with them. This could act as another form of revenue and could act as an extra selling point for Magis. Yet, once again, it’s important to reiterate that research would need to be done before this change was implemented to ensure that it would be feasible in Magis Air’s current operation.

2. It would be highly problematic if this policy were to be used. It could cause issues such as delays in boarding due to an increase in passengers that would need to check their bags, as well as create an issue with customer satisfaction. By choosing to show favor to passengers who show up earlier, passengers would feel rushed to get to the gate as soon as possible, and it may lead to altercations between passengers as board the aircraft. Magis Air would also likely lose potential customers who would prefer to have a guaranteed place on the aircraft to put their carry-on luggage. Essentially, if a passenger pays for a seat on a Magis aircraft that includes a carry-on, they should feel safe knowing that their carry-on will have a guaranteed spot on the plane.

3. Magis Air would lose potential customers if it chose to not allow any carry-on baggage options. Passengers like the convenience of having their luggage with them. They often like the option to save time by bringing their bags with them rather than checking them, and many passengers like the peace of mind of knowing that their bag is with them versus worrying about an air carrier potentially losing their luggage. Not offering a carry-on bag option would have a detrimental financial outcome.

4. The option of charging an extra fee for carry-on baggage could either be a positive or negative choice based on the type of operation the extra fee would be established on. Some low-cost and discount carriers have carry-ons as an added fee, but these airlines also offer cheap, competitive tickets. These types of operations also tend to try to encourage people to purchase extra options, such as carry-on baggage to increase revenue. Even so, in the case of Magis Air, charging an extra fee for carry-on baggage may lead
to a negative outcome rather than a positive one. Customers may see that Magis Air charges an extra fee for carry-on bags and instead decide to choose another carrier that includes it in their ticket price. Even so, another potential option is to offer a “basic” economy ticket which essentially acts like a class of seating below economy, which could offer carry-on bags as an extra fee rather than part of the ticket fare. Generally speaking, though, it would not be in Magis Air’s best interest to charge extra for carry-on bags unless enough research has been done to ensure that it would be a viable financial option.

5. By allowing passengers to have an unlimited option for carry-on bags, there would be no standard to which aircraft would expect to carry or scanning devices would expect to process. By having no restriction on the size or amount of carry-on bags, there could be the potential of a massive influx of bags, as well as baggage sizes. This would be a plethora of issues to be concerned about, such as:

- Security concerns – Due to a possible increase in luggage to scan, it could lead to backups in TSA lines. Furthermore, an increase in variation of baggage sizes could create further issues with scanning devices becoming unable to properly process different types of luggage.
- Customer satisfaction issues – By not setting a strict limitation for carry-on bags, there is no guarantee that a passenger will have a place to put their carry-on luggage.
- Weight and balance concerns – If there is no limitation to baggage sizes, there is no way to properly estimate what the average weight and size of carry-on baggage will be on a given flight. This could create a dangerous situation where far heavier and larger carry-on bags could be placed in one area of an aircraft and lead to an unstable aircraft condition.

It’s important to remember that space is at a premium when it comes to aircraft and it is important to ensure that every paying passenger is given the proper amount of space that they paid for. By not setting a standard to follow, a paying passenger cannot be guaranteed that they will get what they paid for. If Magis Air chose this policy route, it would be losing out to other carriers that offer a more standardized carry-on baggage policy.

Best Regards,

Magis Air Consulting Team
Performance Indicator Rubric

Course: ASCI 4050 Human Factors
Course Instructor: Terrence Kelly
Semester Taught: Fall 2021
Number of Students in Course: *35

This assessment includes all students (both Flight Science and Aviation Management) registered in ASCI 4050 Human Factors for the Fall 2021 semester. ASCI 4050 Human Factors was taught on ground (-01 section) and online (-10 section) during the Fall 2021 Semester. Assessment results are provided for both.

AVIATION MANAGEMENT CONCENTRATION

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
</table>
| SLO 1: Conduct aviation operations in a professional, safe, and efficient manner. | **On Ground Cohort**
  Test #1: 82.5%
  Human performance and individual differences
  Test#2: 88.1%
  Altitude physiology
  Test #3: 81.2 %
  Vision and visual illusions | **Online Cohort**
  Test #1: 91.9%
  Human performance and individual differences
  Test#2: 82.7%
  Altitude physiology
  Test #3: 92.5 %
  Vision and visual illusions | **On Ground Cohort**
  Test #1: Yes
  Test #2: Yes
  Test #3: Yes
  Final Examination: Yes | **Online Cohort**
  Test #1: Yes
  Test #2: Yes
  Test #3: Yes
  Final Examination: Yes |
### Course Assessment (Intended Use of Results)

The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

SLO 1 – Human Factors seeks to help the student understand characteristics within the scope of human performance (capabilities and limitations) to assist in making decisions on flight operations and crew interactions in effort to conduct aviation operations in a professional, safe, and efficient manner. The course is focused primarily on flight crews, however, managers with responsibilities for flight operations and safety will benefit from a better understanding of human performance. I did not include a specific measure targeting this SLO so my first recommendation for Fall 2022 will be to develop a more exacting measure. Much like other classes, Human Factors serves as an adjunct to flight operations; in that the material covered in the course is designed to support professional, safe and efficient flight without actually occurring on the flight deck. As such, in supporting professional, safe and efficient flight, a preponderance of course performance will serve as a facsimile to a more-specific assessment measure. Topical course content included altitude physiology, vision and visual illusions, hearing and the vestibular apparatus including vestibular illusions and communication. Each of the four topical content areas informs safe flight operations. It should be noted that these measures are not ideal and my recommendations include developing more-specific measures for all of the SLO performance indicators.

<table>
<thead>
<tr>
<th>SLO</th>
<th>Performance Details</th>
</tr>
</thead>
</table>
| SLO 3: Apply effective oral and written communication skills to function effectively in the aviation environment. | Final Examination: 84.0% Hearing, the vestibular system, and communication.  
On Ground Cohort:  
Paper Avg: 92.6%  
PowerPoint Avg: 92.7%  
Presentation Avg: 90.1%  
Online Cohort:  
Paper Avg: 91.3%  
PowerPoint Avg: 90.0%  
Presentation Avg: 91.3%  |
| SLO 5: Apply knowledge of business principles in aviation-related areas. | Not measured – see recommendation below  
On Ground Cohort:  
Paper average: Yes  
PowerPoint average: Yes  
Presentation average: Yes  
Online Cohort:  
Paper average: Yes  
PowerPoint average: Yes  
Presentation average: Yes  |
SLO 3 – Effective oral and written communication skills are a prerequisite to safe operations. Oral and written communication assessment was conducted using a paper and presentation (including a PowerPoint presentation) surrounding an aviation accident involving human factors. This assessment was made using three measures. The paper average is the score based on the group report submission discussing a human factors accident (see Paper Average in SLO 3 table above). The PowerPoint average is the score based on the overall quality of the PowerPoint presentation submitted by each group (see PowerPoint Average in SLO 3 table above). The Presentation average is the score based on oral presentation made by each group in front of the class (see Presentation Average in SLO 3 table above). Although the SLO 3 assessment was positive, one recommendation arises based on the extremely limited amount of time I provided this semester covering the important topic of communication. Although I can include communications content in the Team Resource Management course (a follow-on course related to human factors), I plan to discuss some deemphasis on altitude physiology in order to expand on topics involved in communication.

SLO 5 – The application of business principles in aviation-related areas is somewhat out-of-place in a course surrounding Human Factors. Although Human Factors is rooted in safe operations and safe operations are a necessary component for the operation of a business, the connection between Human Factors and business principles is indirect. A review of some the available textbooks on Human Factors suggests a similar observation. Consequently, my recommendation is to remove SLO 5 as something to assess in Human Factors.

Performance Indicator Rubric

Course: ASCI 4050 Human Factors (-01/-10) Course Instructor: Terrence Kelly
This assessment includes all students (both Flight Science and Aviation Management) registered in ASCI 4050 Human Factors for the Fall 2021 semester. ASCI 4050 Human Factors was taught on ground (-01 section) and online (-10 section) during the Fall 2021 Semester. Assessment results are provided for both.

### FLIGHT SCIENCE CONCENTRATION

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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Test #2: 88.1%</td>
<td>Test #2: 82.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Altitude physiology</td>
<td>Altitude physiology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Test #3: 81.2%</td>
<td>Test #3: 92.5%</td>
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<tr>
<td></td>
<td>Vision and visual illusions</td>
<td>Vision and visual illusions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Examination: 84.0%</td>
<td>Final Examination: 88.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hearing, the vestibular system, and communication</td>
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SLO 2 – The first few weeks of Human Factors (ASCI 4050) involves the discussion of the historical underpinnings of human capability and human limitations. From the onset of research on human performance in aviation to the contemporary use of human factors cockpit measurement through Line Operations Safety Audits (LOSA) to inform contemporary training paradigm (Advanced Quality Programs (AQP)). As mentioned previously, I did not identify a specific way of assessing SLO 2. That said, Test #1 is an ideal fit as it corresponds to the past, present, and future of human factors in aviation. That said, one recommendation I

<table>
<thead>
<tr>
<th>SLO 2: Describe historical trends, current issues, and emerging opportunities in aviation.</th>
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<thead>
<tr>
<th>SLO 4: Articulate the value of integrity, lifelong learning, and building diverse teams in serving and leading others.</th>
<th>On Ground Cohort</th>
<th>Online Cohort</th>
</tr>
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<tbody>
<tr>
<td>Paper Avg: 92.6%</td>
<td>Paper Avg: 92.7%</td>
<td></td>
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<tr>
<td>Presentation Avg: 90.1%</td>
<td>Presentation Avg: 90.5%</td>
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<tr>
<td>Peer Assessment: Generally positive</td>
<td>Peer Assessment: Generally positive</td>
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<tr>
<th>Course Assessment (Intended Use of Results)</th>
<th>On Ground Cohort</th>
<th>Online Cohort</th>
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<tbody>
<tr>
<td>Paper: Yes</td>
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<tr>
<td>Presentation: Yes</td>
<td>Presentation: Yes</td>
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<tr>
<td>Peer assessment: Qualitative measure</td>
<td>Peer assessment: Qualitative measure</td>
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</table>
plan to apply is to identify a more-comprehensive assessment measure for SLO 2 that speaks more specifically and explicitly to a timeline associated with the evolution of human factors.

SLO 3 – The paper and presentation exercise stressed the importance of diversity in team operations, leadership of diverse teams and generating consensus on teams. The results were generally quite positive as evidenced by the paper and presentation score detailed above. Additionally, each team member was asked to rate the performance of other team members. Generally speaking, the feedback provided by the peer assessment was positive suggesting, with a few exceptions, teams were generally cohesive and worked well together. Although integrity and lifelong learning were touched on, I did not assess the effectiveness of those discussions. In terms of recommendations, it is clear I need to dedicate more class time to discussion of the importance of lifelong learning. Additionally, I need to develop a formal means of assessing the impact of discussions surrounding integrity and lifelong learning.
Examples

*Human Factors Test #1*

**ASCI 4050 Human Factors Test #1 Fall 2021**

Please indicate the best answer on the answer sheet provided.

What country was not involved in the Tenerife accident?

- The United States.
- The Netherlands.
- Spain.
- France.

Where did the Pan Am flight originate? (Tenerife accident)

- New York.
- Los Angeles.
- Chicago.
- Miami.

Which crew involved in the Tenerife accident had more total flying experience/time?

- Pan Am.
- KLM.
- TWA.
- Northwest.

Which captain had more 747 experience/flight time?
The Pan Am captain.

The KLM captain.

The TWA captain.

The Northwest captain.

Which duty-time regulations were considered for more draconian at the time of the Tenerife accident?

The United States.

The Netherlands.

Spain.

France.

The captains of both accident aircraft mentioned weather as an issue prior to the Tenerife accident.

True.

False.

The ______________ aircraft has an ongoing hydraulic leak that was serviced in Tenerife prior to the accident.

Pan Am

KLM.

TWA.

Northwest.

Select the following condition that is best described as a Hardware-Liveware issue.

Hydraulic problem – Crew stress.
Incorrect airport documentation – Crew missing the assigned runway exit.
Poor visibility – Crew unable to see other aircraft.
Flight engineer intimidated – Captain speaking emphatically.

Select the following condition that is best described as a Software-Liveware issue.
Hydraulic problem – Crew stress.
Incorrect airport documentation – Crew missing the assigned runway exit.
Poor visibility – Crew unable to see other aircraft.
Flight engineer intimidated – Captain speaking emphatically.

Select the following condition that is best described as an Environment-Liveware issue.
Hydraulic problem – Crew stress.
Incorrect airport documentation – Crew missing the assigned runway exit.
Poor visibility – Crew unable to see other aircraft.
Flight engineer intimidated – Captain speaking emphatically.

Select the following condition that is best described as a Liveware-Liveware issue.
Hydraulic problem – Crew stress.
Incorrect airport documentation – Crew missing the assigned runway exit.
Poor visibility – Crew unable to see other aircraft.
Flight engineer intimidated – Captain speaking emphatically.

Both captains demonstrated confusion regarding which exit from the runway they were assigned.
True.
False.

The Tower Controllers exhibited some frustration with the ________ flight crew regarding which runway exit they should use.
Pan Am
KLM.
TWA.
Northwest.

The physical environment did not contribute to the Tenerife accident.
True.
False.

According to the in-class presentation, data suggests that over ________ of aviation accidents are attributable to adverse human factors events.
50%.
60%.
70%.
80%.

The focus of Human Factors is the fundamental engineering principles surrounding a system.
The study of Human Factors is focused on?
Humans.
Machines/Systems.
The interface between people and systems.

System factors affect human performance.
True.
False.

Human factors affect system performance.
True.
False.

One focus of human factors should be to improve the quality of life of system users.
True.
False.

__________________ performed research on sensory and motor capabilities.
Cattell.
Galton.
During WWII, researchers determined so-called human factors were the principal cause of aviation fatalities. What was the second leading cause of aviator fatalities?

Combat.
Structural failure.
Engine failures.
Fuel starvation.

Throughout the 1980s and 1990s _____________ of Human Factors Society members served as expert witnesses in courts of law.

5%.
10%.
15%.
20%.

In what decade did human factors become a mandate within the Federal Aviation Administration?

1960s.
1970s.
1980s.
1990s.

What airline was first in establishing a formal human factors program for flight crew?

American Airlines.
Delta Airlines.
Northwest Airlines
United Airlines.

In what decade did the Air Transportation Association host its first conference focused on human factors?
The first rudimentary simulators training aids were developed in the Applied Psychology Laboratory at?

The University of Southern California.
The University of Illinois.
Cambridge University.
The Ohio State University.

Three additional questions appear on the answer sheet
In your own words, define Human Factors.

Differentiate between the terms Human Factors and Ergonomics.
Differentiate between capabilities and limitations.

*Human Factors Final Examination*

ASCI 4050 Human Factors Final Examination Fall 2021

Please place the best answer on the sheet provided at the end of this test (feel free to tear off the answer sheet) Good luck!

Of the following, which sense contributes most to spatial orientation?

Vision

Vestibular

Proprioceptive

Auditory

The vestibular system is in?

The outer ear

The middle ear

The inner ear

Spatial orientation includes the ability to perceive motion and position in?

One dimension

Two dimensions

Three dimensions

Most spatial orientation is provided by?

The vestibular system

The eyes
The proprioceptive receptors

All pilots are vulnerable to spatial disorientation
True
False

___________ of fatal aircraft accidents are a direct result of spatial disorientation.
20%
40%
60%
80%

Spatial disorientation occurs more frequently in?
General aviation accidents
Commercial aviation accidents

Generally, when vision is compromised, pilots should fall back to instruments to ascertain position and balance.
True
False

True/actual positional orientation and relative motion may not be consistent with the way our body feels.
True
False
How many semi-circular canals contribute to spatial orientation?

1
2
3
4

Extremely low rates of acceleration may result in the vestibular system not sensing movement.
True
False

What is one purpose of the eustachian tubes?
To pass sound waves across the middle ear to the Auditory nerve
To allow ambient pressure to equalize on both sides of the ear drum
To allow ambient pressure to equalize on the middle ear side of the ear drum
To allow ambient pressure to equalize on both sides of the Vestibular Apparatus

Between the Pupil and the Iris, the amount of light allowed into the eye can change at a ratio of
3 to 1
5 to 1
7 to 1
9 to 1

The ________________ acts like an electronic image sensor of a digital camera, converting optical images into electronic signals.
Crystalline lens
Cornea
Iris
Retina

The fovea surrounds the macula.
True
False

The optic disk is sensitive to both colors and shades of grey.
True
False

The ______________ protects the eye from dust, debris and infection-causing microorganisms.
The Sclera
The Choroid
The Conjunctiva
The Macula

______________ provides approximately 65 to 75 percent of the focusing power of the eye.
The Cornea
The Pupil
The Lens
The Retina
What part of the eye determines eye color?

The Lens
The Iris
The Pupil
The Retina

Tears have a slightly antiseptic property.

True
False

What part of the eye acts as an “aperture?”

The Iris
The Pupil
The Cornea
The Sclera

The human eye has approximately _________ neurons proving input to the visual cortex.

50,000
250,000
1,000,000
5,000,000
Both rods and cones are sensitive to light.

True
False

The center of the macula consists primarily of?

Rods
Cones

The fovea primarily contains

Rods
Cones

Of the following, what is not a primary color sensed by cones

Red
Blue
Orange
Yellow

The human eye can distinguish approximately ________________ different shades of color.

1,000
5,000
50,000
1,000,000
Each ______________ has its own neuron.

Rod
Cone

___________ are responsible for our peripheral vision.

Rods
Cones

As light level decreases, the sensing task is passed over from the ______ to the ______.

Rods to the cones
Cones to the rods

Which of the following carriers were not involved in the 1956 midair collision over the Grand Canyon?

United
American
Trans World

Stressors may be described as the body's responses to the demands placed upon it.

True
False

What part of the eye has the best visual acuity?
The retina
The fovea
The lens
The cornea

Where is the so-called "Blind Spot" located?
On the iris
On the fovea
On the edge of the lens
At the optic disk

Peripheral vision is generally accomplished by?
Rods
Cones

Colorblindness effects acuity.
True
False

Colorblindness is far more prominent in?
Men
Women
Images projected on the retina are inverted.
True
False

The _____________ is the light sensitive screen lining the inside of the eyeball.
Sclera
Choroid
Retina

Generally, Rods require higher intensity light than Cones, to provide effective acuity.
True
False

Groups of cones are connected to a single neuron.
True
False

What is the purpose of the Eustachian tube?
To pass sound waves across the middle ear to the Auditory nerve
To allow ambient pressure to equalize on both sides of the ear drum
To allow ambient pressure to equalize on the middle ear of the ear drum
To allow ambient pressure to equalize on both sides of the Vestibular Apparatus
Accommodation is controlled by the
  Ciliary muscles
  Iris
  Lens
  Cornea

Generally, Cones are better able to resolve detail than Rods
  True
  False

Proprioceptive receptors are concentrated?
  In the eye
  In the ears
  In the muscles

Ultimately, avoiding midair collisions is the responsibility of Air Traffic Controllers.
  True
  False

The frequency band that a healthy young person can hear is
  70 - 15,000 cycles per second
  80 - 20,000 cycles per second
  500-15,000 cycles per second
20 - 20,000 cycles per second

A healthy ear does not produce wax.
True
False

Epithelial migration tends to move from the ear drum to the Pinna
True
False

The outer ear can alter the amplitude of sound waves.
True
False

The outer ear plays a role in the spatial hearing of sounds.
True
False

One side of the tympanic membrane is normally exposed to a liquid.
True
False

The compensation for liquid incompressibility within the inner ear occurs in the?
Fenestra Cochleae
Fenestra Vestibuli
Oval Window

A pilot suffering a head cold may experience pain at altitude due to blocking (clogging) of the?
Cochlea
Eustachian Tube
Tympanum Membrane
Fenestra Vestibuli

People must use caution when standing near a jet engine due to the excessive?
Sound frequency
Sound magnitude (decibels)
Both above

What are the times of useful consciousness at 20,000 ft. (moderate activity)?
5 minutes.
1 minute.
10 minutes.
30 seconds.

If the symptoms of hyperventilation occur at an altitude where hypoxia is not a consideration, what is the correct remedial action?
Descend to MSL.
Decrease rate and depth of breathing.
Increase rate of breathing.
If possible, lay flat and help to calm sufferer.

What increases the risk of DCS occurring in flight?
Scuba diving shortly before flight.
Snorkel diving shortly before flight.
Alcohol.
Smoking.

Dark adaption is one of the first symptoms of hypoxia.
True.
False.

Hypoxic Hypoxia affects night vision.
True.
False.

Anemic Hypoxia can be:
brought on by altitude.
caused by decompression.
caused by smoking.
brought on by fatigue.
In commercial aircraft cabin pressure is normally maintained at:

- sea level.
- 6,000 - 8,000 ft.
- 10,000 ft.
- below 5,000 ft.

DCS is considered a medical emergency.

- True.
- False.

The "chokes" are associated with:

- NIHL.
- DCS.
- blockage of the alveoli.
- oxygen loss.

Breathing 100% oxygen at 40,000 ft. is equivalent of breathing normally at:

- sea level
- 20,000 ft.
- 40,000 ft.
- 10,000 ft.
Of the gases in earth’s atmosphere, which is the 3rd highest in terms of percentage?

Xenon
Helium
Argon
Hydrogen

Altitude and ambient pressure are linearly related.
True.
False.

Typically, cabin pressure differential is limited to approximately?

2-4 psi
4-6 psi
6-8 psi
8-10 psi.

Generally, oxygen saturation (approximately 97.5%) is maintained in the human body to an altitude of?

10,000 ft.
15,000 ft.
20,000 ft.
25,000 ft.
Hypoxia may be caused by all the following except for?

- Inadequate supply of oxygen
- Inadequate transportation of oxygen
- Inability of the body tissues to use oxygen
- Inadequate hemoglobin in the blood

Generally, the pressure differential between the inside and the outside of a pressurized aircraft is limited to?

- 3 – 5 psi
- 5 – 8 psi
- 8 – 10 psi
- 10 – 12 psi

Cabin rate of change is generally more-limited (lower) when?

- Descending
- Ascending

The most common symptom of decompression sickness is?

- Joint pain
- Lethargy
- Distended stomach
- Belching

The “creeps” are a condition associated with the respiratory system.
The Time of Useful Conciseness (TUC) generally describes how long it takes to lose consciousness after a decompression.

True

False

The Effective Performance Time (EPT) generally describes how long it takes before an individual will lose the ability to alleviate a hypoxic condition.

True

False

The four stages of hypoxia include: a) The disturbance stage, b) The indifference stage, c) The critical stage, and d) The compensatory stage. Which of the following represents the transition from bad to worse?

b, c, d, a
a, c, d, b
d, b, a, c
b, d, a, c

Carbon monoxide is necessary for regulating the breathing process.

True

False

The ____________ blood cells carry the oxygen throughout the body.

Red
White
Yellow
Grey

Generally, the average rate of respiration in a healthy male adult is?
11
16
21
30

When an excess of Carbon Dioxide exists in our blood, our breathing will tend to
Increase
Decrease

How many bones are located between the tympanic membrane and the cochlea?
2.
3.
4.
5.
PowerPoint Presentation Examples
United Airlines Flight 173

Introduction/Overview of Accident - Joseph

Stakeholders who experienced the Human Factors “Failure” - Joseph

Sequence of Events - Marieke

Human Factors Contributions - Angie

What can we learn from this accident - Poyi
On November 23rd, 2011, the airplane N690SM impacted the top of the Superstition Mountains near Apache Junction, Arizona. It had just flown from Safford Regional Airport (SAD) to Falcon Field (FFZ), Mesa, Arizona, about 110 miles away and was planning on conducting the same flight in the opposite direction (Aviation Safety Network, 2018). The return flight to SAD from FFZ was conducted under night visual flight rules (VFR) with no moon. The last radar return was received at 18:30 and was approximately coincident with the impact location. The impact location was near the top of a steep mountain that projected to over 5,000 feet MSL. The plane had 6 occupants including the pilot and all 6 people perished. The main human factors building up to this accident were ensuring airworthiness of aircraft, limited visibility due to night without the moon, pilot’s lack of vigilance due to familiarity with the route and surrounding terrain, and lack of communication with ATC.

One of the stakeholders is Ponderosa Aviation, Inc. (PAI). According to the NTSB report they purchased the airplane and relocated it from Indiana to PAI's base at Safford Regional Airport (SAD), Safford, Arizona, about 1 week before the accident (2013). PAI's president conducted the relocation flight under a Federal Aviation Administration (FAA) ferry permit due to an unaccomplished required 150-hour inspection on the airplane (NTSB Report, 2013). The airplane's arrival at SAD terminated the ferry permit, and no inspections were accomplished to render the airplane airworthy after its relocation.

Also of note turbine powered aircraft produced before 2002 with 6 seats or more were required to have a Terrain Awareness and Warning System (TAWS) installed prior to 2005 (NTSB Report, 2013). There was no indication in the aircraft maintenance records nor the crash site that this regulation was complied with. If this aircraft was equipped with a TAWS system perhaps the pilot could have taken appropriate corrective action and the occupants would not have been harmed.

Even though other airworthy airplanes were able to make a flight, PAI's director of maintenance (DOM), who was the accident pilot, and the director of operations (DO), who were co-owners of PAI along with the president, decided to use the non-airworthy airplane (N690SM) to conduct a personal flight from Safford Regional
Airport (SAD) to Falcon Field (FFZ), Mesa in Arizona. As stakeholders in the accident, the DO and DOM planned to fly from SAD to FFZ under night VFR in visual meteorological conditions (VMC). After a safe arrival at the destination, the return flight was to be conducted under night VFR in VMC only by the DOM. The pilot’s children were 3 of the passengers creating more stakeholders in this case (Christie and Berry, 2011). The passengers and their families are all stakeholders in the accident.

The greater community is also a stakeholder in this accident as it occurred in the somewhat famous Superstition Mountains. Many people recreationally hike these mountains and the aircraft impacted very close to a hiking trail. Many people in the nearby city of Apache Junction, AZ witness the flames from the impact. A memorial was constructed in the community for the tragic loss of life in this unfortunate accident (Rupcich, 2020).

A possible contributing human factor was the pilot not using all available equipment and information. According to the pilot’s brother the pilot used to use an iPad for navigation and flew using the ForeFlight software app that has a ‘moving map’ function (NTSB report, 2013). Thus, if he was using the moving map function of ForeFlight he should have been able to determine that the aircraft’s track was on a collision course with the terrain. The investigation found remains of the iPad but was unable to determine whether the pilot adhered to his normal practice of using the iPad for the flight (NTSB report, 2013).

The human factor of complacency played a crucial role in this accident as the pilot was very familiar with the route. He had flown between the two airports several times and had previously accomplished the same flight 2 days before the accident (NTSB Docket, 2013). This familiarity with the flight could have led to complacency in proper planning and avoidance of terrain. A direct course from FFZ to SAD puts the aircraft approximately 3 miles south of the impact mountain but the aircraft did not start its turn on course until 2 miles north of the field as they were instructed to fly straight out for traffic by Falcon Tower (NTSB Report, 2013). Once ATC cleared the turn on course the pilot turned flying directly to the destination airport from their current location and not FFZ airport. This new course put the aircraft directly in line with the impacted mountain. This oversight by the pilot resulted in loss of situational awareness. The pilot did not realize that the combination of the new flightpath and altitude resulted in a collision with the terrain. Further exacerbating this was the fact that there was no moon at the time of the flight which went over mountainous terrain surrounded by sparsely lit terrain. This combination made it impossible to see the approaching mountain.

Another human factor contributing to the collision was the pilot was not in contact with ATC. The airspace directly overlying the area before the mountain was Phoenix Sky Harbor’s class B (Bravo) airspace which went down to 5,000ft mean sea level (MSL) and the highest charted elevation of the impact mountain just outside the class B shelf is 5,070ft MSL. It is possible that since the flight was being conducted under VFR that the pilot thought that they would not get cleared into the class B airspace. This led him to fly below the class B shelf which put the airplane at an altitude lower than the surrounding terrain. Considering how familiar the pilot was with this flight you would think he would have flown in the class B airspace considering out of 619 VFR flight requests 598 were given clearance to enter the Bravo under a subsequent NTSB investigation (NTSB Report, 2013). Nevertheless, the pilot leveled off and was flying at 4,500ft MSL at the time of the collision which occurred about four minutes after the turn on course.

If we take a look at the SHELL model we can see aspects from all sides present in this accident. First looking at Software (maps, documents, checklists), we can see that there was a lack of map use and a failure to realize the changing altitude. Hardware: the aircraft technically was unairworthy, which shows poor decision making. Also the NTSB had trouble locating an installed TAWS in the wreckage or maintenance logs. Environment: Interestingly the pilot had completed this same exact flight multiple times before just not on this different flight path. The pilot had become complacent with the surrounding area and failed to maintain situational awareness. An example of liveware to liveware is perhaps the pilot was distracted by the passengers in the aircraft. Three of the passengers were the pilot’s own children so perhaps he was even more distracted than if it were passengers that he did not know. It is important that pilots avoid distractions
as much as possible and maintain positive control of the aircraft and situational awareness. In this case it seems like positive control of the aircraft was maintained but situational awareness was lost so the airplane collided with the terrain.

Another human factor at play in this accident is possible night illusions relating to eye physiology. The flight was conducted at night under VFR in VMC with no moon. The area was sparsely light and mountainous terrain. The featureless terrain could have caused an illusion of the airplane being higher than it actually was. At night the eye functions mainly on rods instead of cones which only see in black and white. Since the mountain was not lit and the surrounding terrain was sparsely lit, there was not enough contrast to see the mountain. It is important that we remember when flying at night that it is harder to see and there could be invisible obstructions such as terrain. This is why it is so important to maintain situational awareness, especially at night, so that we always know where we are and can avoid any vertical obstructions.

To mitigate this type of accident, the pilot should make sure that the airplane is completely airworthy and if it is not airworthy, do not fly with the airplane. Even though it looks fine with the naked eyes, it may have some severe defects inside. It should only be flown after all required inspections have been conducted by a certified aviation mechanic. Airworthiness is not the only concern in this accident.

Pilots also should be aware of the environment such as weather, terrain, time of day, and visibility around the planned route and file a flight plan for each segment. The pilot should be familiar with the flight environment and current situation. In this case the combination of the airspace with the terrain made it more likely for a pilot to be at a lower altitude than the surrounding terrain. Although the pilot could have requested access into the class B airspace it is not required. Perhaps the airspace itself should be investigated to see if any changes should be made so that it is not lower than terrain so close to its lateral borders.

As for other high consequence industries some things that could be taken from this accident is getting into a routine to double or triple check equipment regardless of recent use. You also must keep focus and not have predetermined expectations while executing any mission or operation that can result in tragedy. It also could be beneficial to ask for direction if you are not sure about something. In this case not asking for clearance into the Bravo created an unnecessary dangerous situation.

In this case of this accident, the DOM should have known to ensure airworthiness relating to required equipment. If the airplane was equipped with TAWS equipment as it should have been this accident most likely could have been avoided. According to Title 14 CFR 91.223 turbine-powered, U.S registered airplanes configured with six or more passenger seats and manufactured before early 2002 could not be operated after March 29, 2005, unless the airplane was equipped with an approved TAWS unit. In addition, it would be helpful to get information via sectional chart or other topographic references, maintaining awareness of visual limitations for operations in remote areas, following instrument flight rules practices until well above surrounding terrain, advising ATC and taking action to reach a safe altitude to prevent from causing the accident.

A possible “gap” that could lead to this exact same accident is that the airspace and terrain are still the same so if another pilot lost situational awareness in the same area at night in an aircraft without TAWS they could come into contact with the mountainous terrain. That is really only one mistake that could lead to fatal consequences. Pilots must be vigilant in maintaining concentration, situational awareness, and not fall victim to complacency.

A lot can be learned from this accident as these factors can be related to many high consequence industries. If a worker lost concentration in a factory or healthcare setting there could be disastrous results. If you lost situational awareness in a mine or powerplant there could be harmful consequences. If an employee became complacent in a chemical plant there could be a devastating outcome. Maintaining concentration and situational awareness of your surroundings will almost always keep you safe in any part of life. As humans we will make mistakes but what is important is that we learn from mistakes to make a better future.
References


Air New Zealand Flight 901, Mt. Erebus
Jerry Cockrum, Devin Henneberry, Yu Feng, Akio Hansen, Sam Lehmann
ASCI-4050-01 Human Factors
Dr. Kelly
During the 1970s, a market emerged for tourism flights to sightsee over Antarctica. Air New Zealand (ANZ) had been aware of the opportunity to operate these flights, but was unable to do so because their flagship DC-8s did not make the trips economically viable. This changed in 1973 when ANZ acquired their first DC-10 aircraft. This allowed the airline to operate a non-stop long haul flight, and ANZ began offering these flights in 1977. The flights were immediately popular and had no trouble filling seats. Passengers were afforded the opportunity to walk around the cabin during flight and gaze at the spectacular view of the least-inhabited continent while enjoying luxury food and drink service. Educational films about Antarctica were also shown during the duration of the flight.

Two years after the launch of the flights, they were as popular as ever. Around a month before the disaster, the pilots participated in a route briefing for the upcoming flight, which was scheduled for November 28, 1979. The pilots, Jim Collins and co-pilot, Gregg Cassian, had never flown this Antarctica sightseeing flight before. The pilots were given briefing material a month before for the flight and noted no issues. Air New Zealand Flight 901 (TE901), a McDonnell-Douglas DC-10-30, took off from Auckland International Airport bound for the Antarctic sightseeing flight. 257 passengers and crew were on board.

At 8:21, New Zealand time, the plane took off from Auckland International Airport. Around noon New Zealand time, the aircraft made contact with McMurdo Station ATC, which was operated by the US Navy. The pilots had learned in their briefing that if visual meteorological conditions existed, they could step down to 6000 feet. They did so and advised ATC they would continue down to 2000 feet. Even though the lowest authorized altitude for the route in visual conditions was 6000 feet, past flights had also descended lower, likely to provide passengers with a better view of the scenery. The flight descended then descended to 1500 feet with the autopilot engaged. This was likely in an attempt to descend under a low cloud layer at 2000 feet to ensure the passengers had a clear view.

Four minutes later, the Ground Proximity Warning System on the aircraft sounded an alarm, warning that the aircraft was approaching the ground quickly. Captain Collins quickly advanced the throttle to go-around power in an attempt to clear the terrain. Collins still didn't know that there was a volcano ahead, the nose was only raised 15 degrees as according to the training guidelines, instead of a higher angle.. The aircraft then impacted the lower slopes of Mount Erebus and was instantly destroyed, killing all aboard.

The ATC station that was in contact with the flight was unable to reach them, and soon organized a search and rescue effort. The aircraft wreckage was located the next morning. It was strewn over a large area and the search teams were only able to identify the aircraft by its tail logo. News that the aircraft was missing and likely crashed had already reached New Zealand by this time.
The driving human factor behind this accident was a miscommunication between the crew of the flight and the navigation office of Air New Zealand. There was a convoluted background for this miscommunication. In 1977, the original approved routing for the flight was a route directly over the 10,000 ft.+ peak of Mount Erebus on the way to McMurdo Sound. A little over a year before the disaster flight, the route was computerized by ANZ. During this, a typing error occurred, shifting the route coordinates 27 miles away and over the flat McMurdo sound. Up until the time of the disaster flight, many of the flights before had used this non-approved route, unaware of the discrepancy.

The captain of TE901 however noticed this discrepancy, and notified ANZ’s navigation office. The night before the flight, the office updated the Inertial Navigation System of the plane so that the coordinate was fixed. The plane would now fly over Mount Erebus per the approved route when autopilot was engaged. Crucially, the pilots were not informed of this change. They were under the impression throughout the flight that it would be flying and descending over the flat water and ice of the McMurdo sound, well clear of terrain. This was tragically not the case.

This can be described using the SHELL model as a liveware to liveware issue. The navigation office failed to communicate to the pilots the change. It can also be described as a software to liveware issue. The INS had been programmed in the aircraft to fly over (or into in this case) Mount Erebus, and the pilots did not realize this. This miscommunication was crucial to placing the plane in a position where the pilots would be affected by more human factors issues to come.

While miscommunication and improper data input were the driving factors for the Mount Erebus disaster, other human factors components can be attributed to this aviation tragedy as they relate to a pilot-environment relationship. First of all, the aircraft was flying in adverse atmospheric conditions. Though conditions did not technically qualify as IMC, the cloud layer was low enough to create a phenomenon known as “sector whiteout” in conjunction with the all-white terrain of Antarctica. Sector whiteout is a visual illusion where factors, in this case clouds and snow, give the illusion of mostly clear visibility and adversely affect depth perception. In these conditions, the human eye ultimately can’t gauge distances from and among outside objects, such as the terrain, sky ahead, and overhanging clouds. This illusion is comparable to that of empty field myopia, where the eye essentially relaxes and the iris/lens bend light to the retina as if the object in focus were closer than they actually are.

One of the biggest outcomes of TE901 was the development and implantation of Crew Resource Management (CRM). CRM was developed after safety investigators and psychologists came together to understand how human performance can deliver an enhanced level of safety. CRM, rather than encouraging an autocratic flight deck, encourages crew teamwork and, when/if necessary, assertion of authority by crewmembers that are, in the flight deck hierarchy, subordinate to the captain. It was first used by United Airlines in 1981, however Air New Zealand was an early adopter of CRM. Before the Erebus disaster and any type of CRM was in place, pilots were the only ones who could call the shots and there was little tolerance for other crew voicing their concerns or asking questions. In other words, communication among the flight crew was weak. However, following TE901, flight crews were trained and encourage to speak up if they didn’t see something right. Another valuable lesson that came as a result of the Erebus Disaster was a concept called "systemic error" used to explain how a system can go wrong. This systemic error is also referred to as the Swiss Cheese Model. The Swiss Cheese metaphor that suggests multiple contributors (holes in cheese slices) must be aligned for any adverse event to occur. Each slice of cheese is considered a barrier or safeguard against an accident. If the holes line up you can have a series of little incidents that end up in an accident. Pilots now understand that an accident doesn’t happen by itself, there’s generally a chain of little things that cause the accident.

One unresolvable issue that many pilots face is the inability to see through and past cloud layers. This is something that not only concerns that of instrument rated pilots, but also pilots who are flying under visual flight rules and wander into Instrument meteorological conditions. We as an aviation community have put
in place legislation to prohibit non IFR (Instrument flight rule) rated aircraft and persons from flying in such adverse conditions. Pilots that are trained to fly only VFR (visual flight rules) are trained to properly handle these situations. Regardless, even with these safety margins implemented, we still run into the issue of how an event is handled when the stress of an actual incident is in place.

Another issue that is difficult to fully eliminate is error in communication. Crew Resource management has helped with streamlining information pertinent for flight operations, but when information is handed down data can be lost, like the confusion the pilots of Air New Zealand faced when improperly inputting the waypoints. Information hand off is simpler now and has more opportunity for error correction compared to 1997. Although we moved in the right direction, eliminating total miscommunication is near impossible.

When considering the human factors associated with the Mount Erebus disaster and comparing it to outside fields, you will notice that improper communication can hurt essentially every field out there. When information is passed person to person the original information starts to stray from the original message. Without proper communication and an inability to manage systems properly, human error is inevitable.

**Works Cited**


Peer Feedback Form

Peer Feedback Instructions

For each member of your team, provide honest feedback on this form. You will rate each person on your team on items related to cooperative learning skills, self-directed learning, and interpersonal skills. It is important that you assign scores that reflect how you really feel about the extent to which your team members and you contributed to your learning and the final product of both the paper and the presentation.

You will also be given the opportunity to provide written feedback to each of your team members by answering two open-ended questions. These comments will be anonymous and provided to your team members after the deadline. This feedback should be constructive—quality feedback is important. Keep the following guidelines in mind as you provide your written feedback:

Are specific behaviors described? (vs. non-specific generalizations)

Are those behaviors described clearly, so your teammate recognizes what she/he has done to help the team, and what he/she can adjust or change?

Are the content and tone constructive and helpful? (vs. petty, mean)

Is the feedback descriptive (“I feel our team would benefit if you gave us your opinion earlier in the discussion.”) rather than evaluative? (“You treated us unfairly by keeping quiet during our discussions.”)

Do you define specific areas for improvement?
Peer Feedback Form

Team: _______

Peer Learner you are evaluating: _____________

Your name (evaluator): ______________________________

PART ONE: QUANTITATIVE ASSESSMENT (CHECK ONLY ONE BOX FOR EACH OF THESE 12 ITEMS)

<table>
<thead>
<tr>
<th>Cooperative Learning Skills:</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrives on time and remains with team during work time</td>
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<tr>
<td>Demonstrates a good balance of active listening &amp; participation</td>
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<tr>
<td>Asks useful or probing questions</td>
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<td></td>
<td></td>
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<tr>
<td>Shares information and personal understanding</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Directed Learning:</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
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</thead>
<tbody>
<tr>
<td>Is well prepared for work time</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Shows appropriate depth of knowledge</td>
<td></td>
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<tr>
<td>Identifies limits of personal knowledge</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Is clear when explaining things to others</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills:</td>
<td>Never</td>
<td>Sometimes</td>
<td>Often</td>
<td>Always</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Gives useful feedback to others</td>
<td></td>
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<tr>
<td>Accepts useful feedback from others</td>
<td></td>
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<tr>
<td>Is able to listen and understand what others are saying</td>
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<tr>
<td>Shows respect for the opinions and feelings of others</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**PART TWO: QUALITATIVE ASSESSMENT (FOR EACH ITEM, ANSWER THE FOLLOWING QUESTIONS)**

1) What is the single most valuable contribution this person makes to your team?
### Performance Indicator Rubric

**Course:** ASCI 4250 Professional Ethics and Standards  
**Course Instructor:** Janice McCall

**Semester Taught:** Fall 2021  
**Number of Students in Course:** 30

---

#### AVIATION MANAGEMENT CONCENTRATION

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
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<tbody>
<tr>
<td>SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.</td>
<td>99%</td>
<td>Yes</td>
</tr>
<tr>
<td>SLO 3: Apply effective oral and written communication skills to function effectively in the aviation environment.</td>
<td>99%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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**Course Assessment (Intended Use of Results)**

The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

---

*Attach description of assignment used for assessment and samples of student work.*
SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.

Module 1 - Canvas Assignment Information on Discussion Board: Describe an ethical dilemma based on your experience. In 1-2 paragraphs, use Kohlberg’s Theory of Moral Development to discuss how you addressed that dilemma (Safety Ethics, p. 19).

Points Possible: 30

Due Date: 25 August 2021

Notification thru: Schedule, Module Lesson Plan, Discussion Assignment, Zoom Lecture

Submission: Online text on the Discussion Board

Guidance and resources: Module Lesson Plan, Zoom Lecture, Directed Reading of the textbook, Optional Reading of short article, Instructions/Steps to success

Student Submission: Daniel Igra

When I was a student pilot (pre-ppl), I decided to conduct my first solo cross country to the near town of Centralia, IL (KENL). As I entered the uncontrolled airspace of KENL, I discerned the following two facts: 1) From my point of view, it seemed that there was only one other pilot in the traffic pattern who seems to be flying a P-51 mustang. 2) I also recognized that a fellow BILLIKEN plane was executing maneuvers just outside the KENL uncontrolled airspace. Although I have entered uncontrolled traffic patterns before, I was rendered anxious and complicit due to this being my first solo cross-country flight. As a result, I entered the uncontrolled airspace without making any of the required position reports. In addition, the realization that the P-51 pilot isn’t making position reports too, gave me an excuse to resume my negligent and dangerous behavior. As I neared my base turn, I was faced with an ethical dilemma that demanded an immediate decision: Will I overcome my newfound anxiety induced by this novel situation and report BASE on CTAF, or will I continue in the pattern silently?

Were this ethical dilemma to be viewed through “Kohlberg’s theory of moral development (Patanker et al., 2020, p. 7)”, the problem would be analyzed into the following three levels: First, the basic level where one is motivated to make a decision that is based on self-interest (Patanker et al., 2020, p. 7) may have caused me to make a leg report due to the fear of the neighboring BILLIKEN instructor listening to KENL’s CTAF. Here, I would be acting out of fear of personal punishment, hence acting out of pure self-interest. Second, the intermediate level where one is motivated to make a decision that is based on conformity (Patanker et al., 2020, p. 7) may have caused me to follow in conformity after the actions of the P-51 pilot who decided not to report his legs as well. After all, P-51s require more experience and therefore the pilot must be a professional, I reasoned. Third, the final level where one is motivated to make a decision that is based on a principle of respect (Patanker et al., 2020, p. 8) may have caused me to cognize that I am the pilot-of-command and therefore bound by duty to conduct this operation in the best and safest way possible, by virtue of duty and respect for the roll I currently assume, I decide to overcome my anxiety and report as best as I could in order to complete this operation as best possible.
SLO 3: Apply effective oral and written communication skills to function effectively in the aviation environment.

Module 1 - Canvas Assignment Final Paper/Presentation:
The final paper or presentation, with a minimum of 7 references, may be completed through any of the following methods (due 13 DEC 2021):
1. Individual 3–7-page paper
2. Group paper 8-11 pages
3. Individual recorded presentation
4. Group recorded presentation (Zoom or Canvas recording 15-20 minutes)
Title, students' names, course, and due date on first slide.
Make sure to include citations on the slides where you are using someone else's material when either paraphrasing or quoting.
Reference list in APA 7th formatting at the end of the presentation.
Group size may be 2-4 students. You are welcome to partner with students from ASCI 4250-01 and ASCI 4250-10.
Identify the style of paper in the first paragraph or on the introduction slide (Argumentative, Descriptive, Expository, or Literature Review).
Select a topic: You may choose any topic covered throughout the class for the final paper or presentation. Below are a list of topics from the syllabus to help you decide...

Points Possible: 100

Due Date: 13 December 2021

Notification thru: Schedule, Module Lesson Plan, Discussion, Announcement, Email

Submission: Attach of paper or presentation using the assignment link

Guidance and resources: Module Lesson Plan, Discussion, Instructions/Steps to success, weblinks to Purdue OWL, SLU Writing Center, sample paper, etc.

Student Submission: Annie Phan and Jordan-Chase Fines

Please select “view in new tab.”

https://slu.zoom.us/rec/share/SqgWEaPX9Xa_VViEAIhBelg433gz66YzegjmO6jf3dcIq5u2ornYxsVSI6phHut_.6UtwSOFaeUqy_RWf?startTime=1639460258000
(View in a new tab)
Performance Indicator Rubric

Course: ASCI 4250 Professional Ethics and Standards  
Course Instructor: ______Janice McCall____________________________

Semester Taught: _______Fall 2021___________________  
Number of Students in Course: ___30_____

FLIGHT SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.</td>
<td>99%</td>
<td>Yes</td>
</tr>
<tr>
<td>SLO 2: Describe historical trends, current issues, and emerging opportunities in aviation.</td>
<td>99%</td>
<td>Yes</td>
</tr>
<tr>
<td>SLO 4: Articulate the value of integrity, lifelong learning, and building diverse teams in serving and leading others.</td>
<td>99%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Course Assessment (Intended Use of Results)
The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

*Attach description of assignment used for assessment and samples of student work.
SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.

Module 2 - Canvas Assignment Information on Discussion Board: Working together, let’s see if we can identify the “key personal characteristics that enable a person to fight ethical violations” mentioned by Patankar (2021) when writing about Joe’s experience. Name one personal characteristic that helped Joe (the mechanic-> manager) deal with the many ethical challenges throughout his career. Please, do not duplicate or use the same answer as other students.

Points Possible: 10

Due Date: 19 September 2021

Notification thru: Schedule, Module Lesson Plan, Discussion Assignment, Zoom Lecture

Submission: Online text on the Discussion Board

Guidance and resources: Module Lesson Plan, Zoom Lecture, Directed Reading of the textbook, Optional Reading of short article, Instructions/Steps to success

Note: Student’s compiled a list of over 30 professional and personal characteristics that promote aviation safety

Student Submission: Yu Feng

The key characteristic of which led to Joe’s success is his ability to institutionalize leadership which means that Joe doesn’t just demonstrate personal capacity at dealing with aviation challenges and ethical responsibilities, which means that he lives by the standards of which ensure that the values he possessed that led to his success will become the cornerstones of future managers and engineers who will most likely deal with similar problems as he did. This is evidenced by the fact that Joe has a number of protégés who also share his values and are referred to him for advice when facing their own challenges as mechanics. The result is that Joe’s values and capabilities are standardized and constantly referenced in a practical manner. Just like Joe, they pick their own battles, are willing to challenge management at the right time challenge their evidence. Joe certainly has his share of proteges. Over the years, many mechanics and inspectors have faced their own challenges, referred to Joe for advice, and developed their own skills. Consequently, there are at least a dozen Joes around. They have mastered the art of collecting evidence, picking their battles, challenging management at the appropriate times, and ultimately winning their battles. The strong social support structure that Joe built also helps them deal with family issues. It is not unusual to have these mechanics watch out for each other's kids and help out at family events.
Module 7 - Canvas Assignment Information on Discussion Board: Can this industry, in the realm of international air travel, strike the proper balance between health (spread of disease) and economic trade?

Points Possible: 18

Due Date: 28 November 2021

Notification thru: Schedule, Module Lesson Plan, Discussion Assignment

Submission: Online text on the Discussion Board

Guidance and resources: Module Lesson Plan, Zoom Lecture, Directed Reading of the textbook, Optional Reading of short article, Instructions/Steps to success

Note: During the Module, Omicron was just beginning to spread in the U.S. and the CDC introduced new travel guidance that was including in the discussion.

Student Submission: Clifford Drozda

I believe that international air travel can reach a proper balance between health and trade. As seen in the previous year and a half, air travel has been able to adapt to a more careful way of travel. Cargo only flights took priority in a time of online shopping, and commercial flights have still been able to carry passengers by implementing ways to reduce the spread such as masks and spaced out flights when needed most. In March 2020, air travel almost ceased and airlines took a large hit. I am not saying this situation was close to ideal, but I do believe that airlines will be able to adapt easier in the future and will continue to find ways to transport passengers while also being safe with the spread of disease. The normalcy of air travel has seemed to return and the issue with COVID was at it all happened so fast. In the future, I think that airlines will be more ready to respond to pandemic-related issues if anything ever occurs. Health and trade in the airlines have been balanced and only time will tell but airlines may be able to quickly handle similar issues more effectively in the future if needed.

Module 6 - Canvas Journal Assignment: Create a 4-6 paragraph Diversity Statement using the guidance provided in “Writing a Diversity Statement” (University of Nebraska, 2021).

Points Possible: 50

Due Date: 14 November 2021
I grew up as a hockey player and for the better part of 20 years, I grew up playing with athletes who mostly looked like me. It was not until one of my last years that I had the opportunity to play for a brilliant hockey coach who was a minority. His brilliance as a hockey coach came from his love and passion for the game, and for his players. He had the mindset that he was not just coaching athletes, but he was coaching leaders. He taught invaluable lessons from his experiences of racial abuse and insensitivity which taught us to be leaders of character. I learned more in one year from that coach than in the previous 15 years of hockey.

During my flight training at Saint Louis University, I had the good fortune to work with an instructor who taught me more about diversity and inclusion than anyone else. He grew up in an underserved neighborhood, graduated at the top of his class in high school and university, and shows everyday what professionalism in aviation means. His story of how he got into aviation is a simple one, but it speaks volumes to the importance of diversity in our industry. He saw the movie "Red Tails," a story about the Tuskegee Airmen in WWII. While this may seem very unassuming, it highlighted a key aspect of diversity that is not always thought about. It took for him to see people who looked like him, other minorities, in order to convince himself that he could become a pilot. He told me that people from his town do not become pilots. It is, frankly, something no one ever considers. He saw that movie, and convinced himself that he could become a pilot. What I learned from this is that I never had to have that experience. I did not need to see a pilot with the same color skin as me in order to convince myself that it was an option.

These two very influential leaders inspire my commitment to diversity and inclusion in my life. Hearing stories of racial abuse on the ice rink helps me to find that inclusivity of others around me so that they never have to experience the things I heard about. Having a flight instructor who comes from a very different background has helped me to learn and reflect on how we as aviation professionals can build a more diverse, inclusive, and accessible environment for anyone who wishes to be a part it.
## Performance Indicator Rubric

**Course:** ASCI 4450 Aviation Law  
**Course Instructor:** BRUCE HOOVER  
**Semester Taught:** FALL 2021  
**Number of Students in Course:** 27 ((ON CAMPUS: 9. ONLINE: 18 (COVID protocols))

### AVIATION SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
</table>
| SLO 1: Conduct aviation operations in a professional, safe, and efficient manner. | Achieved both online and on campus: Yes  
Two case briefs assigned. Total possible: 168 points  
On campus 9 students  
89% achieved a minimum 70% (117-plus points). Only one student failed to achieve a minimum 70%  
Online 18 students  
Total possible: 144 points (no oral presentation score)  
All 18 students achieved a minimum 70% on the case briefs. | Achieved both online and on campus: Yes  
Two case briefs assigned.  
On campus 9 students  
89% of the 9 students scored at or above 70.  
Online 18 students  
Total possible: 144 points (no oral presentation score)  
100% of the 18 online students scored above the minimum 70% |

## SLO 1: Conduct aviation operations in a professional, safe, and efficient manner.

Aviation operations encompasses multiple areas but must include airports operations, flight operations and administrative operations. Students in ASCI 4450, Aviation Law, were exposed to case law examples to inform them of their rights, responsibilities, and accountability in this industry.

Students were assigned one case brief from within one of the following general areas: criminal law, torts and contracts law, property law, or international air law.

Students were also assigned one case brief from within administrative law. This concentration of case studies was important since the vast majority of class members were involved in flight operations and interactions with the FAA, DOT, DOL, and NTSB were critical to acquiring knowledge to promote safe and professional operations.
ATTACHMENTS:

The lengthy list of cases from which the two case briefs were assigned.
The major topic titles covered in the course illustrating inclusion of multiple aviation operations areas.
The outline of the content of each case brief. NOTE the requirement at the end of each case brief for the student to articulate the implications of the case to aviation professionals and its impact on aviation activities.
A guide to reading and understanding cases.
Case brief rubric (NOTE online students were not graded on oral presentation)
### Legal System Fundamentals

**Litigation process**
- Trial court; jury verdict
- Jurisdiction
- Summary judgment

**DISCUSSION CASES**

<table>
<thead>
<tr>
<th>Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Newberger v. Pokrass</em> 33 Wis. 2d 569 (1967)</td>
</tr>
<tr>
<td>Appeal of trial court</td>
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<tr>
<td>Federal jurisdiction</td>
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<tr>
<td>Subject matter jurisdiction in civil penalty case</td>
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<tr>
<td>Motion for summary judgment</td>
</tr>
<tr>
<td><em>Electronic Privacy Information Center v. FAA</em>, 892 F.3d 1249 (2018)</td>
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<tr>
<td>Theory of standing</td>
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</tbody>
</table>

### The Constitution and Aviation

**Federalism**
- Preemption
- Express / Implied / Field /
  “Complete”
- Takings Clause
- Airspace
- Aerial trespass
- Avigational easement
- Just compensation
- Local airspace regulation

**DISCUSSION CASES**

<table>
<thead>
<tr>
<th>Chapter 2</th>
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<tbody>
<tr>
<td><em>Kent v. Dulles</em>, 357 U.S. 116 (1958)</td>
</tr>
<tr>
<td>Right to travel</td>
</tr>
<tr>
<td><em>Northwest Airlines, Inc. v. Minnesota</em>, 322 U.S. 2929 (1944)</td>
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<tr>
<td>State vs. National Taxing Authority</td>
</tr>
<tr>
<td>Supremacy Clause</td>
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<tr>
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</tr>
<tr>
<td>Bill of Rights</td>
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<tr>
<td>First Amendment</td>
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<tr>
<td>Fourth Amendment; Privacy; UAVs</td>
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**Airline Passenger Rights**

- Aviation consumer protection
- Discrimination
- Air Carrier Access Act
- NY pax bill of rights
- Contract claims
- Shrinking airline seats

<table>
<thead>
<tr>
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<tr>
<td></td>
<td>Buck v. American Airlines, Inc. 476 F.3d 29 (1st Cir. 2007)</td>
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<tr>
<td></td>
<td>Air Transport Association of America v. Cuomo 520 F.3d 218 (2d Cir. 2008)</td>
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<td>Criminal Law</td>
<td>Administrative Law</td>
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<td>Wire fraud</td>
<td>Administrative Procedure Act (APA)</td>
</tr>
<tr>
<td>False statements</td>
<td>Congress</td>
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<tr>
<td>Endangering safety of aircraft</td>
<td>Rulemaking</td>
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<tr>
<td>Conspiracy</td>
<td>Enforcement</td>
</tr>
<tr>
<td>Criminal conduct onboard</td>
<td>FAA sanctions</td>
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<tr>
<td>Sexual assault</td>
<td>Adjudication</td>
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<tr>
<td>Transportation of drugs</td>
<td>NTSB ALJ</td>
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<tr>
<td>Operating aircraft without airman certificate</td>
<td>DOL ALJ</td>
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<tr>
<td>Operating commercial aircraft under the influence</td>
<td>Administrative &amp; Legal Enforcement Actions</td>
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<tr>
<td>State criminal charges</td>
<td>FAA Order 2150.3C</td>
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<tr>
<td>Laser pointers</td>
<td>and FAR part 13</td>
</tr>
<tr>
<td>Assault onboard</td>
<td></td>
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| Flyers Rights Education Fund, Inc. v. FAA (2017) |
| Paralyzed Veterans of America et al. v. Department of Transportation (2017) |

| Chapter 3 |
|  |

| United States v. Evinger 919 F.2d 381 (1990) |
| USA v. Sasso 695 F.3d 25 (2012). First Circuit |
| USA v. Smith 756 F.3d 1070 (2014). Eighth Circuit |
| U.S.A. v. David Hans Arnston (California; Alaska Airlines) |
| Ward v. State 374 A.2d 1118 (Md. 1977). Court of Appeals, Maryland |

| Chapter 5 |
|  |

<p>| A large number of administrative law/administrative agency cases will be examined. Most are appeals cases through the NTSB ALJs, appeals courts, etc. | Sample topics: |
| Challenges to government rulemaking | |
| Civil penalties (fines) | |
| Drug &amp; alcohol testing | |</p>
<table>
<thead>
<tr>
<th>Certificate action and civil penalties</th>
<th>Chapter 4</th>
</tr>
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<tbody>
<tr>
<td>Pilot’s Bill of Rights</td>
<td>Crosby v. Cox Aircraft Co. of Washington 746 P.2s 1198 (Wash. 1987)</td>
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<td>Cleveland v. Piper 890 F.2d 1540 (1989)</td>
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<td>Brock v. United States 18,246 (E.D. Va. 1977)</td>
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<td>Abdullah v. American Airlines, Inc. 181 F.3d 363 (3d Cir. 1999)</td>
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### Tort Law; Negligence; Wrongful Death; Liability Theories; Strict Liability; Damages; Tort Reform; FTCA

- Intentional torts
- False imprisonment
- Negligence
- Strict liability
- Wrongful death
- Educational malpractice
- Preemption revisited
- Liability vs. probable cause
- GARA
- Fed Tort Claims Act (FTCA)
- Interference with crew and copassenger torts

- DUI/Motor vehicle actions
- FAA enforcement & sanctions
- DOT enforcement
- Flight instruction
- Mechanics
- Medical certificate actions (FAA)
- Pilot certificate actions (FAA)
- Passengers with disabilities (DOT rules)
- Air carrier sanctions
- Air ambulance issues
- Flying and the sharing economy (e.g. Uber)
| Refusal to transport  
Injury onboard  
Cross et ux v. Harris 230 Ore. 398 (1962)  
Sikkelee v. Precision Airmotive Corp. 822 F.3d 680 (3d Cir. 2016)  
Inmon v. Air tractor, Inc. 74 So. 3d 534 (4th DCA 2011) GARA  
Glorvigen v. Cirrus Design Corp., 796 N.W.2d 541 (2011)  
Training, Ed Malpractice, Duty of care |
| Property Law & Insurance | Chapter 8  
Ickes v. Federal Aviation Administration 299 F.3d 260 (3d Cir. 2002)  
Koppie v. US of America and Ligon “Air”, 1 F.3d 651 (1993)  
Taylor v. Huerta 856 F.3d 1089 (D.C. Cir. 2017)  
FAA v. Davis NTSB Order EA-4255 (1994) |
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<th>The Wright Amendment (Love Field)</th>
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<td><em>City of Burbank v. Lockheed Air Terminal, Inc.</em> 411 U.S. 624 (1973)</td>
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<td><em>Stagg v. City of Santa Monica</em></td>
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<td><em>British Airways Board v. Port Authority of NY and NJ</em></td>
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<td><em>Houston v. Federal Aviation Administration</em> 679 F.2d 1184 (5th Cir. 1982)</td>
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<td><em>City of Phoenix v. FAA</em> (2018)</td>
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<th><strong>Commercial Law</strong></th>
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<td>Form barring claims</td>
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<td><em>Northwest Airlines, Inc. v. Crosetti Bros., Inc.</em> (1971)</td>
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<td>Liabilities</td>
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<td><strong>Labor Issues</strong></td>
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<td>Employee/Employer</td>
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<td><strong>Linam v. Murphy 360 Mo. 1140 (1950)</strong></td>
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<td><strong>Estell v. Barrickman (1978)</strong></td>
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<td><strong>Baker v. Federal Aviation Administration 917 F.2d 318 (7th Cir. 1990)</strong></td>
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<td><strong>Sheena Jones v. United Air Lines DOL (2014)</strong></td>
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<td><strong>Don Douglas v. Skywest Airlines, Inc. DOL (2009)</strong></td>
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<td>National security and the APA; Alien Flight Student Program</td>
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<td><strong>United States of America v. Abdulmutallab, U.S. District Court, E.D. Michigan, Southern Division, 16 September 2011</strong></td>
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<td><strong>Air Wisconsin Airlines Corp. v. Hoeper 571 U.S. ____ (2014)</strong></td>
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<td>Preemption of local law</td>
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<td>“Accident”</td>
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<td>Emotional damages</td>
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<td>Bodily injury</td>
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<td>Criminalization; international flights</td>
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- *El-Al Israel Airlines Ltd. v. Tseng*
- *In re Korean Air Lines Disaster of September 1, 1983*
- *Wallace v. Korean Air* 214 F.3d 293 (2d Cir. 2000)


Brazilian federal court trial and US general aviation pilots: mid-air 2006

*Doe v. Etihad* 870 F.3d 406 (6th Cir. 2017)
AVIATION LAW

CASE BRIEFS

Oral presentations will be in front of the class.

The brief should occupy no more than one page. A copy of the brief will be given to the instructor for grading. See the Case Brief Rubric for details.

Oral presentation of no more than seven to ten minutes in length.

1. TITLE AND CITATION: Who is opposing whom? Case name, court name, date of decision; Reporter reference

2. VERY BRIEF HISTORY/BACKGROUND: What incident or issue lead up to this court case? What happened that got us here?

3. TOPIC/ISSUES/LEGAL ISSUES/RELEVANT LAW/RULE OF LAW: What was the overall issue(s) or legal question(s) before the court? What are the parties debating, and what are they asking the court to decide? Determine the relevant rules of law used to make its (the court’s) decision. What rule did the court apply to the facts to determine the outcome?

4. FACTS/SUMMARY OF RELEVANT FACTS: Relationship of parties. Identify legally relevant facts of the case.

5. FINDING/FINAL DECISION/JUDGMENT: What was the opinion (holding) of the court? How did the court answer the issue? What was the final outcome of the case? This is usually found at the end of the opinion. This is a statement of law that is the court’s answer to the issue. Where there separate concurring or dissenting opinions?

6. REASONING/RATIONALE: This is the court’s analysis of the issues and the heart of the case brief. Reasoning is the way in which the court applied the rules or legal principles to the facts in the case. What was the chain of argument which led the judge(s) to rule as they did? Here the student should evaluate the significance of the case, its relationship to other cases, its place in history, and what it shows about the court, its members, its decision-making processes, or the impact it has on litigants, government, or society.

7. APPLICATION: What are the implications to aviation professionals? How does this case impact activities in aviation? It is critically important to know how this case is relevant to the students of this class.
This paper is written to help aviation students, unfamiliar with law, understand how to read cases for the Aviation Law class. This paper explains opinions, how they are generally structured, and what you should look for when you read them. Chapter 1 of your course textbook provides a detailed guide to the litigation process. This class uses real cases to illustrate important concepts needed for understanding law in the field of aviation. These are real-life disputes and you will learn about the law by picking up various pieces of it from what the cases tell you. Most cases in this course have taken place in National Transportation Safety Board (NTSB) Administrative Law Judges’ (ALJ) hearings, federal and state appeals courts, and the U.S. Supreme Court. There will be an examination of civil and criminal cases.

**Why do we have to read and understand cases?**

Why are you required to examine these cases? After reading Chapter 1, Fundamentals of the U.S. Legal System, you learned that the U.S. has inherited from England a legal system that is largely judge-focused (although this class will study many legislative and administrative laws). The judges have made the law what it is through their written opinions. To understand that law, you need to study the actual decisions that the judges have written. In the U.S. system of government, judges can only announce the law when deciding real disputes; they cannot just go out and have a press conference and announce a set of legal rules. You need to look at the law the way that judges do and study actual cases and controversies, just like the judges. For example, a pilot has a beef with the Federal Aviation Administration’s (FAA) action to suspend her pilot’s certificate for several weeks and wishes to contest this with a lawyer in front of an NTSB administrative law judge in a formal court hearing. These real cases and disputes historically have been the primary source of law. Common law generally means law that has developed from adjudicated cases. It is sometimes called case law (Chapter 1, p. 4).

A second reason we will study these selected cases is that it can be hard for an aviation student to understand a particular Federal Aviation Regulation (FAR) or legal rule, and the merits as a matter of policy, without applying the rule in the real world. Some rules are a bit ambiguous, others are quite specific and easy to understand the spirit and intent behind them. You need to understand real-life applications of a rule before you can understand what the rule really means. These rules have both strengths and weaknesses. By studying cases, you can train your brains to think of specific factual situations that reveal the strengths and weaknesses of a particular aviation-related rule. Hopefully, as a future leader in this industry, you can take that skill to help develop better rules as a participant in aviation.
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<tr>
<th>Category</th>
<th>Evaluator’s Comments</th>
<th>1 – 5 Unacceptable or Poor</th>
<th>4 – 8 Marginal or Average</th>
<th>9 – 10 Good or Satisfactory or Well Done</th>
<th>11 – 12 Exemplary or Outstanding</th>
<th>Total pts. per category</th>
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<tr>
<td><strong>CITATION</strong></td>
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<td>Cites the court case accurately and completely in most respects. Citation may be in an incorrect format, but with all information.</td>
<td>Cites the court case accurately and completely. Identifies the case name and citation in the correct format and with all information.</td>
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<td><strong>BRIEF HISTORY / BACKGROUND / SUMMARY OF RELEVANT FACTS</strong></td>
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<td>Presents the legally relevant facts of the case.</td>
<td>Presents and explains the legally relevant facts of the case.</td>
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<td>Briefly indicate the reasons for the lawsuit. What happened that got us here?</td>
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<td>Identify the relationship/status of the parties (Note: Do not merely refer to the parties as the plaintiff/defendant or appellant/appellee; be sure to also include more descriptive generic terms to identify the relationship/status at issue, e.g., buyer/seller, employer/employee ( etc.)</td>
<td>Does not include all key facts and reasoning is absent or incoherent or is not in accord with the opinion.</td>
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<td>Does not include all key facts.</td>
<td>Includes all relevant facts and the reasoning logically connects the facts to the rule in accord with the opinion.</td>
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<td>Identify legally relevant facts, that is, those facts that tend to prove or disprove an issue before the court. The relevant facts tell what happened before the parties entered the judicial system.</td>
<td>Presents some legally relevant facts of the case.</td>
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<td>Includes all key facts and the reasoning may contain weaknesses, but is basically cogent and accords with the opinion.</td>
<td>Includes all relevant facts and the reasoning logically connects the facts to the rule in accord with the opinion.</td>
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Identify procedurally significant facts. You should set out (1) the cause of action (the law the plaintiff claimed was broken), (2) relief the plaintiff requested, (3) defenses, if any, the defendant raised.

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**ISSUES / LEGAL ISSUES/**

**LEGAL QUESTION / LEGAL PRINCIPLE / RULE / RELEVANT LAW / RULE OF LAW**

The legal question(s).

Concisely phrase the essential issue before the court.

A substantive statement of the issue consists of the point of law in dispute and the key facts of the case relating to that point of law in dispute (legally relevant facts). Procedural issue: What is the appealing party claiming the lower court did wrong (e.g., ruling on evidence, jury instructions, granting of summary judgment, etc.)?

What are the parties debating, and what are they asking the court to decide?
Determine the relevant rules of law used to make the court’s decision. What rule did the court apply to the facts to determine the outcome?

This is the rule of law that the court applies to determine the substantive rights of the parties. The rule of law could derive from a statute, case rule, regulation, or may be a synthesis of prior holdings in similar cases (common law). The rule of legal principle may be expressly stated in the opinion or it may be implied.

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**DECISION / FINDINGS / JUDGMENT**

This is the court’s final decision as to the rights of the parties, the court’s response to a party’s request for relief. Generally, the appellate court will either affirm, reverse, or reverse with instructions. The judgment is usually found at the end of the opinion.

What was the outcome of the case?

What was the opinion (holding) of the court?

Was there a dissent?

**REASONING / ANALYSIS / RATIONALE**

This is the court’s analysis of the issues and the heart of the case brief. Reasoning is the way in
which the court applied the rules / legal principles to the particular facts in the case to reach its decision. This includes syllogistic application of the rules as well as policy arguments the court used to justify its holding.

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**APPLICATION / IMPLICATIONS FOR AVIATION PROFESSIONALS**

For this course, this is an important section. How does this opinion impact us aviation professionals? What are the implications to aviation professionals? How may we apply this case to our activities in aviation? What are the political, economic or social impacts of this decision going forward?
Assessment (Intended Use of Results)
The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

Recommendations from the instructor:

For fall 2022 course session, expand the listing of cases which illustrate airport operations and administration.
For fall 2022 course session, consider reducing the emphasis on administrative law cases as the department is seeing an increasing number of students majoring in non-professional pilot emphasis areas. They do not need an intense study of administrative law cases centered around pilot and medical certifications and flight operations.

*Attach description of assignment used for assessment and samples of student work.

**SAMPLE STUDENT CASE BRIEFS**

*Don Douglas v. SkyWest Airlines, Inc. DOL (2009)*

HISTORY/BACKGROUND: The complainant of this case, Don Douglas, is a veteran pilot for SkyWest Airlines from Salt Lake City (SLC). After a week of flying five continuous 12-hour shifts to Jackson Hole (JAC), the individual had a surgical procedure completed on March 18, 2005. As a result of the operation, Douglas took painkilling medication for the following two days before returning to work on the following Monday. On Wednesday, March 23, 2005, the complainant met with
the first officer (Brewer) who complained of a lack of sleep and flight attendant who had strep throat. The departure for JAC was initially delayed due to snowstorms, but worsening conditions after departing resulted in a diversion back to SLC around midnight. The same crew was scheduled a few hours later for a 4:00am departure back to Jackson Hole morning. Douglas claimed that he and his crew would not be capable of completing that flight after such little rest. The flight was later cancelled after the complainant called crew scheduling to report to the System Chief Jim Breeze that the crew would not complete the flight safely.

Breeze informed the Regional Chief Pilot Tony Fizer who then called Breeze about the decision. Fizer told the complainant to complete an “Irregular Operations Report” and imposed disciplinary action of a week’s suspension and counseling statement in his record the following day. Douglas appealed the decision to SkyWest’s review board, resulting in the board reversing the suspension and counseling statement. Fizer replaced the statement with a “verbal warning” in stating that each crew member will make determination for fitness of flight and that Douglas would not cause a “loss of revenue” in performing his duties.

In the following months, explicit graffiti was posted in the crew lounge in response to Fizer’s actions. After gathering a report from a handwriting analyst, Fizer interrogated Douglas trying to pressure him to admit guilt for the graffiti. Douglas denied the accusations with Fizer stating that if he was later to be found guilty of the incident he would be fired. Douglas was then suspended during this investigation. Further samples of only the complainant’s handwriting were examined by other analysts. On August 31, 2005, Douglas was fired by Fizer for “dishonesty” and would not be eligible for rehire due to this involuntary termination. The reasoning for this termination was due to the results of the graffiti investigation. Even though Douglas appealed to the internal review board of SkyWest, the board ultimately upheld the termination.

In the following months, Douglas filed a complaint with the Labor’s Occupational Safety and Health Administration (OSHA) and requested an ALJ hearing after the case was dismissed from OSHA. The ALJ concluded that SkyWest violated the employee protection provision of AIR 21 and that he should be reinstated to his formal position with seniority. SkyWest filed a motion to understand its appeal rights, with the ALJ issuing an order recommending an award of back pay and other expenses. Both parties conclusively filed appeals.

TOPIC/ISSUES/LEGAL ISSUES: In Don Douglas v. SkyWest Airlines, Inc., the main topic at hand relates to the firing of the complainant for his “dishonesty” which relates back to his determination of unfitness for flight on the morning of March 23, 2005. Fizer claimed to have fired Douglas due to the results of the handwriting examinations conducted during the graffiti investigation. However, the issue at hand falls under an AIR 21 provision relating to employee protection. By use of a preponderance of the evidence, Douglas must prove that he engaged in a protected activity, that SkyWest Airlines knew that he engaged in the said activity, that the air carrier took adverse actions against him, and that the protected activity was a factor contributing to the personnel action.

RELEVANT LAW/RULE OF LAW: The Wendell H. Ford Aviation Investment and Reform Act for the 21st Century, also known as “AIR 21” (P.L. 106-181) was signed into law on April 5, 2000 as a measure to improve airline safety. Under Sec. 519, it is quoted that “No air carrier or contractor or subcontractor of an air carrier may discharge an employee or otherwise discriminate against an employee with respect to compensation, terms, conditions, or privileges of employment because the employee...provided...to the employer or Federal Government information relating to any violation or alleged violation of any order, regulation, or standard of the Federal Aviation Administration or any other provision of Federal law relating to air carrier safety under this subtitle or any other law of the
United States” (AIR 21, 2000). In short, an air carrier such as SkyWest is not allowed to fire an employee for a protected activity. A protected activity under AIR 21 is when an employee produces information relating to an alleged violation of a FAA order/regulation related to the safety of the air carrier.

FINDING/FINAL DECISION/JUDGEMENT: The U.S. Department of Labor (DOL) Administrative Review Board (ARB) reviewed the findings of this case under the substantial evidence standard, meaning that evidence that is deemed substantial will be conclusive in findings of fact. With regard to determining the final decision in Don Douglas v. SkyWest Airlines, Inc., the ARB reviewed the case de novo, meaning without reference to the previous court’s decision. The court determined after reviewing the substantial evidence presented in the case that SkyWest violated AIR 21. This was due to the fact that Douglas’s protected activity was a factor in his dismissal from the air carrier. With this notion, the ARB affirms the ALJ’s recommended decision in reinstatement, back pay (with correction to include pay for September/October 2005), and attorney’s fees being covered.

REASONING/RATIONALE: After examining the facts of the case, the court determined that there was substantial evidence to support the previous ALJ’s findings that Douglas would have violated safety regulations if he flew on March 23. This was driven by credible testimonies from the complainant that he was experiencing exhaustion from multiple factors, which caused him to declare himself unfit to fly per his training on the matter. With this protective action, the court concluded that Fizer’s adverse actions in firing Douglas was made in part due to his decision not to fly. Also, it was evidenced that Fizer’s accusation on Douglas badmouthing him was “baseless.” For the graffiti, Fizer targeted the complainant as evidenced through misinformation of the sequence of events and facts during the testimony. The court determined that Douglas had ultimately no motivation to write the graffiti. With these facts, the court affirmed the ALJ’s findings that the protected activity of Douglas led to his firing by Fizer. The ARB further agreed that SkyWest did not prove that it would not fire Douglas even without the protected activity due to the handling of punishments between the complainant and Brewer. Finally, the court agreed on reinstatement, pack pay, and attorney’s fees to be paid with the addition of entitlement pay for the months of September/October in 2005. The reimbursement coincides with a successful AIR 21 complaint being successful in court.

APPLICATION: As professional pilots entering the space most likely through the regional airline sector, it is important to know your rights under AIR 21. If you feel that you are unfit to fly, do not hesitate to document and report to your superiors to ensure safety and compliance with regulations. If there is resistance from your superiors, know that you are protected from unlawful firing by use of AIR 21.


HISTORY/BACKGROUND. Fred Farington was a pilot who flew Aero Commander Lark aircraft and was the owner of Auburn Flying Service based in Auburn, Nebraska. On October 5, 1997, there was a “fly in” event in which people could come to the Auburn Municipal Airport and pay Farington ten dollars to fly around the Auburn, Nebraska area for a short ten-to-fifteen-minute flight. On his ninth flight of the day, Farington attempted to land but struck a semi tractor-trailer.
As a result of this collision, all three of Farringdon’s passengers passed away while Farington was rendered severely injured. Four months later, Farington eventually succumbed to his injuries and passed away.

Farington’s aircraft was insured by AVEMCO Insurance Company, an aviation insurance company based in the state of Maryland. The coverage he had was under a policy that did not cover commercial operations. According to law.justia.com, “‘Commercial purpose’ means any use of your insured aircraft for which an insured person receives, or intends to receive, money or other benefits. It does not include: the equal sharing among occupants of the operating costs of a flight.” Based on this, AVEMCO refused to cover the flying service for the accident since it did not fill the qualifications.

TOPIC/ISSUE/LEGAL ISSUES. From the perspective of Auburn Flying Service, they believed that they were entitled to AVEMCO covering the cost of the accident. This is because of the exemption stated in their insurance policy that stated commercial service does not apply if passengers share equal operating costs of the flight. They argued that when passengers paid the ten dollars, they were contributing to the splitting of operating costs. Therefore, the “fly in” event did not count as commercial service and they were entitled to coverage.

From the perspective of AVEMCO, they argue that Auburn Flying Service was not eligible for coverage since the “fly in” was indeed a commercial service. While passengers did pay Farington for their rides, ten dollars per passenger is not sufficient to cover the costs of a flight. Had Farington required the passengers to pay a higher price to evenly split the cost of operations, Auburn Flying Service would have been covered by the accident.

RELEVANT LAW/RULE OF LAW. This case was handled based on the laws in the state of Nebraska. For Auburn Flying Service, they state that their insurance contract was ambiguous and subject to debate on whether the accident was considered commercial service. To argue this, Auburn Flying Company used the case of Farm Bureau Ins. Co. v. Bierschenk, 548 N.W. 2d 322, 324 (Neb. 1996). This states that an insurance contract must be unambiguous, and the language stated in the contracts must not be able to be manipulated to create ambiguities. If the court views that an ambiguity can be interpreted by the receiver of the insurance in a certain way, they will rule it as ambiguous.

In terms of what is considered ambiguous, the case of Plambeck v. Union Pac. R.R. Co., 509 N.W. 2d 17, 20 (Neb. 1993). This states that “[a] document is ambiguous if a word, phrase, or provision of the document has, or is susceptible of, at least two reasonable but conflicting interpretations.” According to the Auburn Flying Service, they believe that the exception of the commercial service aspect of their contract is ambiguous and can be argued for AVEMCO to cover them. However, AVEMCO states that their contract is clear in defining what “commercial service” is.

FINDINGS/FINAL DECISION. The U.S. Court of Appeals for the Eighth Circuit ruled in the favor of AVEMCO. This is because the court found that the insurance policy was not ambiguous and Auburn Flying Service’s accident was not covered by their policy. One of the reasons this decision was made was by the formal definition of the phrase “commercial purpose”. Commercial purpose is when a party intends to receive money or other forms of compensation. It was clear that Farington received the money from the passengers as a fee rather than to split the cost of the aircraft operations. Had he intended to split the cost, he would
have charged much more than ten dollars per person. The court concluded that the passengers did not have the intention of splitting the cost of flight operations but instead agreed to just pay a fee for a short ten-to-fifteen-minute flight.

APPLICATION. This is an important case to study because it shows how different parties can interpret written contracts differently. For Auburn Flying Service, they believe that the accident that occurred in 1997 was covered by the exception written in their contract as well as the fact that the contract was ambiguous. However, AVEMCO argued that their contract was clear in what it considered commercial operations and that Farington was indeed engaging in commercial services at the time of the accident.

Language is something that can be interpreted in a variety of ways. While it can appear clear to some, it can also be rendered in a way that portrays a different meaning. However, when looking at what the contract states, it is clear what the insurance company defines commercial services and how Farington’s actions on the day of the accident did not fall under the exception of splitting the cost of flying.
**Performance Indicator Rubric**

Course: ASCI 4650 Economics of Air Transportation  
Course Instructor: __________BRUCE HOOVER________________

Semester Taught: _______SPRING 2022___________  
Number of Students in Course: ____13____

AVIATION MANAGEMENT CONCENTRATION

<table>
<thead>
<tr>
<th>Student Learning Outcome Assessed</th>
<th>Assessment Results: (Indicate what % of class achieved a minimum 70%)</th>
<th>Benchmark achieved? (Benchmark: 80% of students will score a minimum of 70% = “C”)</th>
</tr>
</thead>
</table>
| SLO 3: Apply effective oral and written communication skills to function effectively in the aviation environment. | **Airline (simulation) Management Audit Presentation.**  
A management audit report  
A management audit accompanying slides  
100% of the class achieved a 70% or higher  
BudJet Airlines: Three students 94  
North&Simple Airlines: Three students 87  
Commonwealth Billiken Air: Four students 81  
Stratus Airlines: Three students 75 | **BudJet Airlines:**  
100% of the class scored a minimum 70%.  
The 80% benchmark was met as all 13 enrolled students scored above the 70% minimum.  
**Benchmark achieved:** Yes |
| SLO 5: Apply knowledge of business principles in aviation-related areas. | **Online Airline Simulation decisions**  
77% of the total enrolled students achieved a minimum of 70% or higher. Only one airline team of three students was unable to achieve a final score of at least 70%.  
BudJet Airlines: 842 (84.18%)  
Stratus Jet Airlines: 756.1 (75.6%)  
Commonwealth Billiken Air: 734.7 (73.5%)  
Plane&Simple Air: 662 (66%) | **BudJet Airlines:**  
77% of the enrolled students achieved the benchmark. Three of the 13 enrolled students were unable to meet the benchmark.  
**Benchmark achieved:** No |
EVIDENCE

SLO 3: Apply effective oral and written communication skills to function effectively in the aviation environment.

From the syllabus: Your airline team will make a brief presentation to the ASCI 4650 class and any guests who may be in attendance. You will conduct the audit from the perspective of an outside consultant firm your airline has contracted and you must be objective in your report findings. Objectivity and honesty—be brutally frank—are hallmarks of a good external audit. Any attempt to “whitewash” or omit critical points will be dealt with unkindly by the instructor. There are several methods of approaching this assignment and your team is encouraged to be creative. Keep in mind you are part of a consulting firm. Your report may follow any creative format appropriate for an outside consulting firm report. Any records, charts, graphs, etc., are welcome if they enhance the presentation. Handouts to class members are appropriate if they, too, enhance the presentation.

The Management Audit Content Guide provided the airline simulation teams with guidance on suggested content reflecting the economic principles and characteristics of the airline industry.

The four airline teams prepared and made an oral presentation of their airline management decisions and the results of those operational, economic and financial decisions during the course of the semester.

Example: North&Simple Airlines audit report:

Example: BudJet Airlines audit report

The oral and written presentations were scored by four independent members of the department faculty.

Example: Budget Airlines team presentation rubric results of four faculty member-evaluators:
**Economics:** It is the social science of how people (or organizations) choose to allocate their scarce resources (money, people, equipment, time, etc.). The science that studies how people choose is indispensable if you really want to understand human beings both as individuals and as members of larger organizations. It is a methodology for analyzing situations where companies (human beings) have to make choices from limited options (and resources).

<table>
<thead>
<tr>
<th>Airline Name:</th>
<th>Students’ last names:</th>
<th>Attributes to be measured:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 – 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not Acceptable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation lacked organization &amp; had little evidence of preparation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spelling (visual) and/or grammatical (oral) errors; 4 or more.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No sequence of information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This is an internal management audit of the airline.

<table>
<thead>
<tr>
<th>TEAM PRESENTATION DELIVERY</th>
<th>1 – 3</th>
<th>4 – 6</th>
<th>7 – 9</th>
<th>10 – 11 Exceeds Expectations</th>
<th>Total points per attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Audit</td>
<td>Not Acceptable</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Audiences interest are piqued &amp; well considered.</td>
<td>11</td>
</tr>
<tr>
<td>Knowledge level of the audience has not been considered.</td>
<td>Opportunities for adjusting the presentation level for the audience have been missed.</td>
<td>Audience’s knowledge level &amp; interests have been considered.</td>
<td>Audience is drawn &amp; engaged.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audience is not engaged.</td>
<td>Audience’s attention is weak.</td>
<td>Attention has been maintained.</td>
<td>Team members are very professional in appearance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team is not professional in appearance.</td>
<td>Team members lack in professional appearance.</td>
<td>Team appearance is acceptable under most circumstances.</td>
<td>Members were all very confident in delivery &amp; excellent in engaging audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team members not confident &amp; demonstrated little evidence of planning prior to presentation.</td>
<td>Presenters were not consistent with the level of confidence/preparedness, but had one or two strong moments.</td>
<td>Team members were occasionally confident with their presentation; however, the presentation was not as engaging as it could have been.</td>
<td>Preparation is very evident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No eye contact; no descriptive gestures; tension &amp;</td>
<td>Minimal eye contact while reading mostly from notes. Very little</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVIDENCE OF TEAMWORK / EFFORT</td>
<td>Management Audit</td>
<td>1 – 3 Not Acceptable</td>
<td>4 – 6 Below Expectations</td>
<td>7 – 9 Meets Expectations</td>
<td>10 – 11 Exceeds Expectations</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>nervousness is obvious.</td>
<td>Team shows little interest in conveying information to others.</td>
<td>movement or descriptive gestures. Mild tension.</td>
<td>Consistent use of direct eye contact, but still returns to notes. Made movements or gestures that enhance. Minor mistakes, but quickly recovers from them. Little or no tension. Team members transitions fairly organized.</td>
<td>Direct eye contact; seldom looks at notes; fluid movements; relaxed, self-confident with no mistakes. Team members transitions organized &amp; seamless.</td>
<td></td>
</tr>
<tr>
<td>OVERALL CONTENT &amp; APPLICATION OF KNOWLEDGE:</td>
<td>1 – 3 Not Acceptable</td>
<td>4 – 6 Below Expectations</td>
<td>7 – 9 Meets Expectations</td>
<td>10 – 11 Exceeds Expectations</td>
<td>Total points per attribute</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Understand and apply economic concepts and theories to strategic management of an airline</td>
<td>Team fails to identify any economic concepts and theories in the audit report. No valuable material.</td>
<td>Superficial approach to economic concepts &amp; theories in the audit report. Irrelevant or inaccurate concepts, terms, or theories. As a whole, content was lacking.</td>
<td>Team had good analysis with good supporting economic concepts &amp; theories in the audit report. Good quantity &amp; quality of economic information. Good amount of valuable material.</td>
<td>Team demonstrated in-depth analysis with strong supporting economic concepts &amp; theories. Exceptional amount of valuable material.</td>
<td>10 10 10 10</td>
</tr>
</tbody>
</table>

**Expectation:** Team should understand and apply economic concepts and theories in a clear and effective manner in the audit report. Explain core economic terms, concepts, and theories
<table>
<thead>
<tr>
<th>Expectation: <strong>Team should identify the questions at hand, think critically and solves problems in an illuminating way.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectivity and honesty in the audit</strong></td>
</tr>
<tr>
<td>Problems are not well identified. Identifies inappropriate main issues; describes issues inaccurately; loses focus on given point.</td>
</tr>
<tr>
<td>Fails to assess conclusion, raises no appropriate additional questions, fails to place the argument within a relevant larger context.</td>
</tr>
<tr>
<td>Attempted to “whitewash” or omit critical points in the audit.</td>
</tr>
<tr>
<td>Team fails to define the problems adequately. Some ambiguity in description of issues.</td>
</tr>
<tr>
<td>Indicates weak but relevant reflection on strength &amp; implications of conclusions.</td>
</tr>
<tr>
<td>Audit was objective and honest.</td>
</tr>
<tr>
<td>Team adequately defines the problems. Selects component points; does not recognize some priorities among details in relation to given question.</td>
</tr>
<tr>
<td>Audit was objective and frank</td>
</tr>
<tr>
<td>Team states the problems clearly &amp; identifies underlying issues. Describes it accurately; selects key component points; recognizes priorities; picks up unstated implications.</td>
</tr>
<tr>
<td>Appropriately assesses conclusions in terms of reliability and need for further evidence, assesses implications of the conclusion within a larger context.</td>
</tr>
<tr>
<td>Audit was objective, frank and honest</td>
</tr>
<tr>
<td>1 – 3</td>
</tr>
<tr>
<td>4 – 6</td>
</tr>
<tr>
<td>7 – 9</td>
</tr>
<tr>
<td>10 – 11 Exceeds Expectations</td>
</tr>
<tr>
<td>Total points per attribute</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>11</td>
</tr>
</tbody>
</table>
### RESPONSE TO QUESTIONS

| Team cannot answer expected questions. | Team has difficulty answering questions beyond a rudimentary level. | Team has sufficient knowledge of the material to answer questions. | Team demonstrates full knowledge of the material & can explain and even elaborate on questions. | 10 | 10 | 10 | 10 |

### Total Points:

- Maximum possible 66
- \(66 \times 4\) evaluators = 264

**Total points & letter grade equivalent:**

- 59 – 66: A
- 53 – 58: B
- 46 – 52: C
- xx – 45: D

**TOTAL POINTS**

- 63
- 62
- 60
- 63
- 248/264
- = 94 (A)

### Example questions from reviewers

What economic principles, economic characteristics of airlines, or economic issues stood out for you as a result of participating in this course and the airline simulation? What economic concepts or theories of the airline industry are most pronounced after taking this course?

If your airline had the opportunity to “start all over,” what would your team do differently?

Did your airline’s team make decisions (each quarter) on a rational, economic basis or did the team often just take a “stab in the dark” approach?
Each student will participate in an airline simulation where each member is part of an executive team of a small airline firm. The simulation provider will contact you to register and practice round before the real simulation starts. Each team will meet to formulate their firm level strategy and submit ongoing decisions concerning critical issues facing the firm. Decisions are due online on the Airline Simulation site on a weekly basis by each team leader. Failure to submit a decision will have severe market consequences on your airline’s performance, and as a result, on your simulation project grade.

The airline simulation activities are integrated into the classroom learning experience. The group project will require collaborative work and everyone is expected to carry an equal share of the work load within each airline team. The group project will be a better product if everyone shares their different knowledge and experiences.

**Airline Simulation – Learning Objectives**

- Experience strategy formulation and implementation in a dynamic (ever-changing and competitive) environment
- Learn about group and organizational processes (team work)
- Understand the financial implications of air carrier operational, marketing and management decisions
- Improve decision-making skills under ambiguous circumstances and time pressure
- Experience the fun and challenges of running a small air carrier business

You will have to make weekly decisions and submit these decisions on the Airline Interpretive Simulations website. Each airline team will be graded on the quarterly (each decision period) performance measures for that period. For example, cumulative net income of the airline may be

Of all the performance and operations metrics, which ones were most important to you and why?

Regarding the operating performance model (traffic/yield/output/unit cost = operating profit/loss): where did your airline succeed and where did it fail?

What unexpected risks or set-backs did the airline face during the 10 quarters (2.5 years)?

Did your airline team maintain any records or data worksheets as you progressed in the simulation?

How much total money did your airline spend on demand forecasts, market research information, information on other air carriers’ fares, etc.?

Simulation Teamwork. What are your thoughts on teamwork during the simulation? Did all team members contribute their fair share of the workload and was the quality of the product produced by the team members of that expected?
weighted as 10% of the quarterly score. Depending on how well the airline is managed by the team, these quarterly scores will vary from 60 to 90 points of a possible 100 points on the performance measures (reliability, yield, load factor, social performance, etc.).

This is a competitive simulation based on teamwork, analysis of data and good business decisions for the strategies you have decided upon for your particular airline. There will be only one airline (team) winner at the end of the simulation.

This spreadsheet contains the decision-making schedule.

This spreadsheet is a track of the four airlines progress through the semester.

This spreadsheet provides the final operational, economic, and financial metrics results of the four airline management teams.

**Course Assessment (Intended Use of Results)**

The following will be used for recommendations to improve the quality of course delivery based on assessment results. These recommendations may include prerequisite change; changing course outline and adding more topics; adding a third assessment; changing the course sequence, etc.

Recommendations by the instructor:

Reduce the final grade weight of the management audit oral and written presentation from 30 percent to a lower value. This activity was the most-heavily weighted in the syllabus.

Consider a different textbook. Students expressed some frustration with the textbook’s lack of flow, editing errors and some chapters at a graduate level.
Give consideration as to how the “airline management teams” are to be constructed. This spring 2022 session involved a random drawing of numbers to see what students would be on each (of four) team. Is it better to let the students form their management team? Would this process result in achieving all the assessment values such as the benchmark?

*Attach description of assignment used for assessment and samples of student work.

See attachments above.
Flight Science – Data collected in support Faculty and Staff Goals

All input data expressed in workload units
Enter data into light gray squares.

Department Chair's Assessment: Evaluate the faculty member's performance in accordance with the mission of the department, college, and university. Consider performance norms for the rank and seniority of this faculty member, overall workload, and the faculty member's overall engagement in the college. List key strengths and weaknesses and suggest strategies for improvement. Comment on any weaknesses or concerns noted in previous evaluations.

Significant role in the department is that of a tenured, associate professor. As such, he has successfully fulfilled the duties of his appointment. His performance in teaching has been outstanding. He successfully taught the courses assigned to him and he continually works to improve his teaching methods. He has actively mentored both undergraduate and graduate students and has served on the graduate committees of several of our graduate students. He exceeds expectations in conducting research, collaborating within the department as well as inter-departmentally within the college. He has made presentations, published papers and actively written grant proposals, some of which if awarded, would bode well for the department and its research goals. Performance in the area of service has been outstanding, both internally at SLU and within the community. He serves on committees at various levels at SLU and serves the college as its Chief Diversity Officer. He is active in service to the Ville area of the St. Louis community. I highly commend his service to the Revitalization 2000 initiative, including his work at the Clover House and the Hickey Elementary School. His use of students in a service learning opportunity is well received by his students and those in the Ville. I recommend that in his role as Chief Diversity Officer, he has exceeded the expectations of the position, working to establish the position within the college. There are no weaknesses or concerns that carry over from previous evaluations. I ask that you continue the efforts given to date and I thank him for those efforts.

Faculty Member's Response: Please provide your response to the overall assessment. At the minimum, you are expected to sign the document to acknowledge the receipt of this review.

It is an honor to be counted amongst the faculty of Aviation Science. I am most grateful.

Signed: [Redacted] 4/19/32

PARKS COLLEGE FACULTY T/TT ANNUAL EVALUATION TEMPLATE 2022 (for calendar year 2021)

<table>
<thead>
<tr>
<th>Number of Items</th>
<th>This is imported from Table 2 of &quot;Parks-Gill Faculty Workload and Annual Evaluation Policy&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Activities</td>
<td>8</td>
</tr>
<tr>
<td>Presentations</td>
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</tr>
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<td>Contributed by student in group</td>
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<tr>
<td>Contributed by PI</td>
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</tr>
<tr>
<td>Invited</td>
<td>2</td>
</tr>
<tr>
<td>Publications and Patents</td>
<td></td>
</tr>
<tr>
<td>Papers or patents submitted (provide details for each in FAR)</td>
<td>3</td>
</tr>
<tr>
<td>Books</td>
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</tr>
<tr>
<td>Grants and Contracts</td>
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</tr>
<tr>
<td>Internal proposal funded</td>
<td>0</td>
</tr>
<tr>
<td>External proposal funded (&lt;$90K) – PI</td>
<td>0</td>
</tr>
<tr>
<td>External proposal funded (&lt;$90K) – co-PI/co-PI+1</td>
<td>0</td>
</tr>
<tr>
<td>External proposal funded (&gt; $100K) – PI</td>
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</tr>
<tr>
<td>External proposal funded (&gt; $100K) – co-PI/co-PI+1</td>
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<td>External proposal not funded—PI</td>
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<td>External proposal not funded—co-PI/co-PI+1</td>
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<td>PI on current externally supported grant</td>
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<tr>
<td>Co-PI or co-PI on current externally supported grant</td>
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</tr>
</tbody>
</table>
### Service Activities

<table>
<thead>
<tr>
<th>Number of Items</th>
<th>2021</th>
<th>Total pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Service</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Smaller activity (meeting with prospective students, etc.)</td>
<td>0.1-0.25</td>
<td>25</td>
</tr>
<tr>
<td>Committee member (department, college, or university)</td>
<td>0.1-0.25</td>
<td>5</td>
</tr>
<tr>
<td>Committee chair (department, college, or university)</td>
<td>0.1-0.25</td>
<td>10</td>
</tr>
<tr>
<td>Professional development activity (seminar, conference, course)</td>
<td>0.1-0.25</td>
<td>10</td>
</tr>
<tr>
<td>Major activity (significant administrative responsibility, major initiative)</td>
<td>0.1-0.25</td>
<td>0</td>
</tr>
<tr>
<td>External Service</td>
<td>0.5-1</td>
<td>0</td>
</tr>
<tr>
<td>Reviewer for papers, grant proposals</td>
<td>0.5-1</td>
<td>0</td>
</tr>
<tr>
<td>Chairing or organizing symposia, sessions at conferences</td>
<td>0.5-1</td>
<td>0</td>
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<tr>
<td>Leadership role in external/professional service</td>
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<td>Undergraduate Mentoring</td>
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<td>O-10 students</td>
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<tr>
<td>11-20 students</td>
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<td>21+ students</td>
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### Teaching Activities

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<th>Total pts</th>
<th>Learner Area Score (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Productivity &amp; Quality</td>
<td>5.7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Base teaching productivity</td>
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<td>7</td>
<td></td>
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<tr>
<td>Student satisfaction/Teaching quality</td>
<td>5.7</td>
<td>7</td>
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<tr>
<td>New course development</td>
<td>5.7</td>
<td>7</td>
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<tr>
<td>Major course redesign</td>
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<td>Teaching a large section</td>
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<td>7</td>
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<tr>
<td>Teaching an entire course</td>
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<tr>
<td>Pedagogical Activities</td>
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<tr>
<td>Attend a teaching-related conference</td>
<td>5.7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Teaching seminar or other teaching professional development</td>
<td>5.7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Mentoring and Student Research</td>
<td>5.7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Graduate student committee member</td>
<td>5.7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Directing undergraduate in research</td>
<td>5.7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Directing graduate or postdoctoral student in research</td>
<td>5.7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Mentoring researcher in laboratory</td>
<td>5.7</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
2021 Year End Review
Coordinator
Organization: Aviation Science-General (Stephen Magoc)
Manager: Stephen Magoc
Location: Center for Aviation Science Evaluated By: Stephen Magoc 01/01/2021 - 12/31/2021

Manager Overall Evaluation
Rating: Exceeds Expectations

Employee
Entered by:  Date: 03/10/2022 Status: Acknowledge
Comment: Thank you for your time during the review and the support you continue to give to the flight line. I enjoy working with the students and providing a positive space for students to learn and grow.

Goal_1
Participate in and support the CAS efforts in community and industry outreach.
Due Date: 12/31/2021 Status: Successfully Completed
Completion Date: 12/31/2021

Supports:
Manager Evaluation Rating: Exceeds Expectations
Employee Evaluation Rating: Exceeds Expectations
Comment: has taken on and or assisted with organizing various events held by the department both at and away from the CAS.
Comment: Continues to work with main campus to organize Girls in Aviation Day (virtual due to Covid) along with camps and student school visits. Also works with student organizations including Women in Aviation and Flying Billikens. Attendance at WAI conference in 2021 (virtual due to Covid).
Always available to speak with parents and students during visits to the Center for Aviation Science and on the Friday meetings held here with the Department Chair.
Coordinates annual charity donations by the Center for Aviation Science staff to sponsor a family or make a donation during the holiday season.

Goal_2
Continue to improve your own personal education and skills as an example to the CAS staff. Continue to encourage and enable CAS staff to develop professionally.

Due Date: 12/31/2021
Status: Successfully Completed
Completion Date: 12/31/2021

Supports:
Manager Evaluation Rating: Exceeds Expectations
Employee Evaluation Rating: Exceeds Expectations

Comment: has taken on the role of the emergency building action plan and other services which go above and are outside of her normal duties as Dispatch Coordinator.

Comment: Completed certification in Mental Health First Aid - 11/1/21 (3 year certification)
Emergency building coordinator - participates in on-campus meetings and completed the Emergency Building Action Plan in conjunction with Michael Parkinson
Oversaw coordination of the emergency plan simulation for CAS (organized by student intern)

Collegiate Recovery Community Committee Member

Goal_3
Continue to explore and implement efficient operation of the dispatch department. Work with other CAS, AVSC, Parks College and SLU administrators to improve efficiency in operations at the CAS as the department moves towards an "aviation business" model.

Due Date: 12/31/2021
Status: Successfully Completed
Completion Date: 12/31/2021

Supports:
Manager Evaluation Rating: Exceeds Expectations
Employee Evaluation Rating: Exceeds Expectations

Comment: is the liaison between students/parents and Student Financial Services as it pertains to student-incurred flight fees. These are areas not normally associated with the dispatch duties.
Comment: Main contact for parent/student questions regarding flight fee charges and student accounts.

Established procedures to insure flight overage fees and extra charges are invoiced on a regular basis in conjunction with student accounts, including internal billings with SGA for Flying Billikens, etc.

Review monthly financials

Continually review COVID protocol and institute procedures (clipboards/cleaning/ masks)

Ongoing review of policies and procedures to ensure CAS is running efficiently and productively

Work with the Department of Aviation Science and dispatch personnel at the CAS to ensure that AABI- required safety management goals are met.

Take an active role in the development and management of the safety goals set out by the department faculty and CAS administrators.

Due Date: 12/31/2022 Status:

Partially Completed Completion Date:

Supports:

Manager Evaluation Rating: Meets Expectations

Employee Evaluation Rating: Meets Expectations

Comment: worked with the department to identify dispatch-related safety goals.

Acting With Character

Approaches work with a sense of integrity and duty to produce high quality results in the Jesuit tradition, even when it's the harder thing to do.

Examples

• Uses good listening skills, gets to know others’ needs and takes timely action to respond to those needs.

• Shows up to work regularly on time and stays on task during the workday.

• Applies knowledge, skills, and mastery of job tasks to achieve results.

• Demonstrates strong work ethic and sense of urgency to meet commitments.

Manager Evaluation Rating: Exceeds Expectations

Employee Evaluation Rating: Exceeds Expectations

Comment: leads by example in her role of working with other flight and maintenance staff, and the students in the flight program.
Comment: Strong work ethic

Places importance on the student and their experience at the CAS
Willingness to work early/late to meet the needs of the student and student groups (ie 6:00 am flights for Flying Billikens) Maintains high level of communications between main campus and internal staff to ensure tasks and goals are met efficiently and effectively

Strengthening Our Community
Forms inclusive and equitable relationships with others in the workplace.
Examples
• Treats others with respect, courtesy, honesty, and compassion.
• Uses appropriate self-control of emotions and behaviors, even in difficult situations.
• Respects, embraces, and celebrates all expressions of identity.

Manager Evaluation Rating: Meets Expectations
Employee Evaluation Rating: Meets Expectations

Comment: works well with the CAS staff and the flight students.

Driving Change & Innovation
Improves work processes with the goal of adding value, increasing quality and efficiency, or stopping unnecessary tasks.
Examples
• Puts team goals first. Stops tasks that don’t help the team achieve its goals.
• Looks for ways to improve quality every day.
• Finds creative ways to solve problems.
• Recommends ways to improve work.

Manager Evaluation Rating: Exceeds Expectations
Employee Evaluation Rating: Exceeds Expectations
Comment: always puts the CAS operations at the forefront of her day-to-day activities and operations run efficiently because of her efforts.

Comment: Continues awareness for continuous improvement at the CAS,

**Professional development**

Additional Information: should take advantage of any SLU-sponsored (or outside sponsorship) that involve development to assist with her daily duties and/or personal life.

Status: Partially Completed

Start Date: Jan 1, 2022

Completion Date: Dec 31, 2022
Flight Science – Data collected in support of Facilities, Equipment and Services Goals

A copy of the report submitted to the Dean follows.

June 1, 2022

Dean Duerman,

Following is a report of the condition of the facilities, equipment, and services utilized by the Department of Aviation Science. This report is required to be sent to you as part of the assessment process used by the department.

The department has the following goals for facilities, equipment, and services.

- The facilities will remain adequate for the aviation department’s academic and flight training activities.
- Saint Louis University will continue to support the services required by the aviation department.
- Saint Louis University will support the aviation department in its need for aircraft and FTDS to operate the aviation academic and flight training activities.

The following describes the condition of the Facilities, Equipment and Services utilized by the department.

Facilities

- The McDonnell Douglas Hall facility remains adequate for the current level of staff and faculty.
- The Center for Aviation Science facility continues to leak in different areas when it rains and needs continual roof repairs. Please note that this facility is due for the resumption of the phased renovations in July 2022.

Equipment

- Equipment used in McDonnell Douglas Hall are generally in adequate condition except for the CRJ 700 flight simulator used by the department.
- Equipment at the Center for Aviation Science is becoming aged. The aircraft continue to be maintained in an airworthy condition, but it is becoming increasingly expensive to maintain them in such a condition, with the Diamond DA20 and Piper Seminole aircraft needing to be replaced. The aircraft simulators are operating adequately. The ground support truck used by the department is older and in need of replacement.

Services

- The services at McDonnell Douglas Hall are adequate.
- The services at the Center for Aviation Science are barely adequate.

Changes recommended at the last assessment of the Facilities, Equipment and Services criteria included the replacement of the Diamond DA20 and Piper Seminoles. The Provost declined to consider the recommendations of the department.
Currently, the department recommends replacement of the following items of equipment:
- The nine Diamond DA20 aircraft with 10-12 Piper Pilot 100i aircraft.
- The two Piper Seminoles with two or three new Piper Seminoles.
- The CRJ 700 simulator.
- The ground support vehicle used at the Center for Aviation Science.

Further, the department recommends the hiring of a full-time custodian at the Center for Aviation Science.

Respectfully,

[Signature]

Stephen G. Magoc  
Chairperson
Following is a report of the Safety Culture Survey conducted by the department.

**Safety Culture Survey AY F2021 -S2022
Accreditation Report**

One articulated goal surrounding safety in the Department of Aviation Science is to conduct a survey surrounding safety and safety culture at the Center for Aviation Science (CAS). The current iteration of the survey measures participants attitudes and opinions on topics related to safety using a 5-point Likert scale with the opportunity to provide summary narrative feedback. Although the goal for a safety survey was a single annual survey, two surveys were administered over the past academic year.

Four overarching themes are measured in the survey including:
1. Safety Training
2. Safety Culture
3. Safety Reporting System (Hazard Reporting)
4. Safety Promotion (Safety Communication)

The survey was developed and administered by the Safety Committee whose membership includes faculty, staff (primarily flight instructors and mechanics), and students. Both the Fall 2021 and Spring 2022 surveys were administered using Qualtrics, a web-based survey tool. The survey is marketed by the Safety Committee through its Safety Advisories and direct email notification by the Department Chair.

**Fall 2021 Survey**

The Fall 2021 Safety Culture Survey was conducted during November and December 2021 and totaled forty-nine responses representing approximately 31% of CAS stakeholders. The results of the Fall 2021 survey were objectively positive with respondents indicating mean scores on the four themes as follows:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Mean Score (on a 5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Training</td>
<td>3.87</td>
</tr>
<tr>
<td>Safety Culture</td>
<td>4.31</td>
</tr>
<tr>
<td>Safety Reporting System</td>
<td>4.53</td>
</tr>
<tr>
<td>Safety Promotion</td>
<td>4.56</td>
</tr>
</tbody>
</table>

One disappointing aspect of the Fall 2021 survey was the lack of participation by CAS stakeholders.
**Spring 2022 Survey**

The Spring 2022 Safety Culture Survey was conducted during the month of May 2022 and totaled thirty-four responses representing approximately 22% of CAS stakeholders. Although the final coding of responses have not yet been completed, below please find preliminary calculations.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Mean Score (on a 5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Training</td>
<td>4.05</td>
</tr>
<tr>
<td>Safety Culture</td>
<td>4.34</td>
</tr>
<tr>
<td>Safety Reporting System</td>
<td>4.33</td>
</tr>
<tr>
<td>Safety Promotion</td>
<td>3.64</td>
</tr>
</tbody>
</table>

The number of individuals who responded to the Spring 2022 survey was considerably less than those who responded to the midyear survey. This may be due in-part to the proximity of the survey to the end of the academic year. Average scores for the survey across both semesters was similar except for Safety Promotion. This may be due in-part to fatigue based on the frequency of weekly Safety Advisories delivered to each stakeholder via email.

**Continuous Improvement**

The use of a survey to measure attitudes and opinions of CAS safety and related safety culture was successful and the goal for AY2021-2022 was achieved. However, the survey was not prepared with statistical reliability and validity as a requirement. Consequently, the results of the survey are not necessarily robust. In the coming year, the Safety Committee will discuss and consider an existing instrument used by a number of collegiate aviation programs as a better way to assess safety across our flight operations.

The Safety Committee will also discuss moving to a single annual survey during the spring semester. Fall and the spring surveys were administered toward the end of each semester and student workload may be one cause of the low response rate. Scheduling the survey once per year, during the month of April may result in a better response rate.
Following is a report of the Safety Standdowns conducted by the department.

_Safety Standdown Effectiveness Report_

The Department of Aviation Science created a safety goal of hosting a Safety Standdown each semester; to include at least one external safety expert.

**Fall 2021 Safety Standdown**

The fall 2021 Safety Standdown was held on September 14, 2021. The Standdown was well-attended although no formal attendance was taken. The Department of Aviation Science sponsored the Standdown and provided food and drink for all attendees.

Speakers for the Fall 2021 Standdown included:

Ijahman Morgan – Ijah is a Parks College student enrolled in the Flight Science program. Additionally, Ijah is a member of the Safety Committee and works on the Flight Data Monitoring subcommittee. Ijah’s presentation focused on Safety Committee efforts to begin using data captured from the university aircraft fleet in trend analysis of hazardous situations.

John Cosgrove – John is a captain at GoJet airlines and spoke to the transition from collegiate aviation and flight instruction to regional carriers. In addition to discussing his own path to an air carrier, John spoke to some of the hazards associated higher speed, higher energy aircraft.

Randy Ottinger – Randy works for the Federal Aviation Administration and is the FAASTeam Program Manager – Operations at the St. Louis Flight Standards District Office. Randy spoke about the activities of the FAASTeam and how students might participate. Randy gave an interesting presentation on some of the incidents and accidents he has investigated throughout his career with the FAA.

**Spring 2022 Safety Standdown**

The spring 2022 Safety Standdown was held on Monday, March 28th, 2022. The standdown was not as well-attended as the fall Standdown with approximately 40 attendees. The Standdown was not mandatory although attendance was encouraged. Like the fall meeting, the Department of Aviation Science sponsored the Standdown and provided food and drink for all attendees.

Speakers for the spring 2022 Standdown included:

Riley Tovornik – Riley is a student in the Flight Science program and was the Chair of the Safety Committee. As a graduating senior, Riley spoke to some of the hazards student pilots face flying at the Downtown St. Louis airport.

Eric Heightman – Eric is the Director of Maintenance at the Parks College Center for Aviation Science. Eric spoke to a wide variety of topics surrounding what student pilots can do to ensure maintenance related safety of flight. In addition to a comprehensive discussion of the squawk process, Eric extended an invitation to all students to stop in his office if they ever had a question about aircraft maintenance.

John Denando – John is a captain at SkyWest Airlines where he also serves as the co-chair of the HIMS program, HIMS is an occupational substance abuse treatment program, specific to commercial pilots,
which coordinates the identification, treatment, and return to work process for affected aviators. HIMS is an industry-wide effort in which managers, pilots, healthcare professionals, and the FAA work together to preserve careers and enhance aviation safety.

Clearly the goal of hosting a Safety Standdown in both the fall and spring semester was achieved. Additionally, external speakers presented and provided valuable information to attendees.

While the fall Safety Standdown was very well attended, the spring meeting had fewer attendees. A number of reasons may have contributed to the drop in attendance. The spring Safety Standdown was held in a university building some distance from McDonnell Douglas Hall. The spring Safety Standdown was not made mandatory, and some students may have had conflicts with day and time (evening) of the meeting.

In terms of continuous improvement, the Safety Committee along with faculty and staff will discuss the scheduling and locations for subsequent meetings. Additionally, a discussion will occur on whether attendance should be mandatory
Following is a report of the inspection of the Emergency Response Manual and the safety inspection of the Center for Aviation Science.

05/31/2022


The Emergency Response Manual (located in Appendix F) was reviewed by the Center for Aviation Science administrators and the Chairperson. It was found to be current and in order.

The Center for Aviation Science facility located at 4300 Vector Dr., Cahokia Heights, IL had a safety inspection conducted by the University’s Department of Public Safety. Additionally, an unannounced safety drill was conducted at the facility. Copies of the results of the safety inspection and safety drill follow.

Stephen G. Magoc

Fire drill deficiencies

From: Darren Gaertner <darren.gaertner@slu.edu>
Sent: Monday, December 6, 2021 3:29 PM
To: Michelle Scheipeter <michelle.scheipeter@slu.edu>
Cc: Michael Parkinson <michael.parkinson@slu.edu>
Subject: Hanger 8 fire drill

Hi Michelle,
Per our conversation this morning the fire drill went as planned but there were a couple of fire alarm devices that should be on the system that aren’t.
There are no strobes in any of the restrooms and these are required.
There are also no horns or strobes in the actual hanger area and it is very hard to hear the alarm coming from inside the offices into this area.
The Northeast exit door was locked from the inside and should be unlocked and remain unlocked at all times for egress.
Any questions please let us know.

Thanks
On December 6, 2021, a test of our Emergency Procedures was conducted at the airport hangar. This test was conducted in conjunction with Darren Gaertner, Fire and Security Protection Manager, and Michael Parkinson, Department of Public Safety.

The alarm was conducted without prior knowledge to other employees or students which were in the facility at that time.

Alarms were sounded, the facility was properly evacuated and all safety equipment was inspected. The final report from Darren Gaertner is attached, along with additional signage to be posted at the Center.

A service request was submitted to Facilities for the recommended upgrades. These upgrades are to be included in upcoming hangar renovations, scheduled for 2022.

Regards,

Michelle Scheipeter
Dispatch Coordinator
Saint Louis University
Emergency Procedure Guide

Medical Emergency
Report patient condition, locate AED if needed and provide care

CALL 977-3000 OR 911

Gas Leak or Chemical Spill
Evacuate and wait for safety guidance from first responders

CALL 977-3000

Biological or Radioactive Materials
Do not leave the immediate area

CALL 977-3000

Fire
Activate fire pull stations, utilize a fire extinguisher if trained and evacuate the building

CALL 977-3000

Violent Intruder
RUN and evacuate or BARRICADE and HIDE or prepare to FIGHT

CALL 977-3000 OR 911

Severe Storms
Seek shelter in an interior room or hallway away from windows and report damage

CALL 977-3000

Earthquake
DROP to the ground and take COVER under a sturdy table or other piece of furniture and HOLD ON until the shaking stops, then EVACUATE the building

CALL 977-3000

Campus Safety
Report Crime, suspicious persons, or safety concerns

CALL 977-3000

Specific building emergency procedures are available. Contact your Building Emergency Response Coordinator for more information.

Department of Public Safety non-emergency line 977-2376
Office of Environmental Health & Safety 977-8608
Facilities Services 977-2955
Information Technology Service Desk 977-4000
Following is a report of the safety seminars to be conducted by Flight Maintenance for the flight students and staff.

05/31/2022

Report on Safety Seminars

The Safety Seminars to be conducted by Flight Maintenance for the flight students and staff will begin during the fall 2022 semester.

Stephen G. Magoc
Chairperson
Following is a report on Flight Maintenance activities.

Report date 05/31/2022
Report time frame Jan 01, 2021 – May 31, 2022

The Flight Maintenance Department has not received any FAA violations or significant findings during the routine FAA surveillance of the Certified Repair Station (CRS) during this time frame.

FAA surveillance dates

- 05/26/2021 email inspection
- 09/16/2021 email inspection
- 03/28/2022 on site visit
- 05/25/2022 on site visit

There have been no maintenance related accidents or incidents during this time frame.

Eric Heightman
Flight Maintenance Manager
Parks College of Saint Louis University
CRS NI1R349K
Following is a report on Flight operations.

William Baumheuter  
Chief Instructor

Stephen G. Magoc  
Chairperson and Professor  
Saint Louis University  
Parks College of Engineering, Aviation and Technology  
Department of Aviation Science  
3450 Lindell Blvd.  
Room 1017B  
Saint Louis, MO 63103  
T: 314-977-8333

May 27, 2022

For the period covering January 1, 2021 until today, there were no aircraft accidents or flight operations violations of Federal Aviation Regulations.

The was one incident on November 2, 2021 where one of our four Piper Archers, N477PC, experienced an engine failure and was forced to land off airport. Luckily there were no injuries or damage to the aircraft.

The summary of the incident and the aftermath is as follows:

- Discussions took place between the Department Chair, Chief Instructor, Chief of Maintenance, and staff mechanics regarding the best way to move forward with a plan to get the aircraft returned to service with safety as the main goal. The Dean of Parks College was included in the decision making process.
- The flight maintenance crew inspected the aircraft’s fuel system and could not find any obvious cause for a loss of engine power.
- The flight maintenance crew downloaded airframe and engine diagnostic data from the aircraft’s Garmin G1000 system. There was no obvious degradation of fuel flow, fuel pressure, cylinder head operating temperatures, etc. that might have revealed the cause for the loss of power.
- Two experienced St. Louis FSDO maintenance inspectors looked at the aircraft and engine, logbooks and other related maintenance data, discussed the incident with the flight instructor and student, requested a refueling report for the aircraft, and requested that the Eric Heightman prepare an FAA “Malfunction or Defect” report (MorD) for the incident. The FAA inspectors did not report finding any
obvious defects or improper maintenance/record keeping as part of their inspection of the aircraft.

- The flight maintenance crew removed the fuel servo and flow divider (these are the two key fuel injection system components) from the engine, we sent those items to an AVStar Fuel Systems (manufacturer) approved repair facility – Central Cylinder Service – for testing of the components to determine a cause for the interruption of fuel and to perform any necessary repairs.
- A detailed inspection of these major components did not reveal any anomalies.
- Since an exact cause couldn’t be found - and out of an abundance of caution for all flight personnel, it was decided to direct the repair facility to completely overhaul these components before the maintenance personnel would re-install them on the aircraft.
- While those components were being inspected and overhauled, the aircraft was defueled and subsequently refueled with fresh fuel from our fuel distributor, Jet Aviation.
- Before the aircraft was allowed to return to flight training operations, it was flown in the vicinity of the airport for approximately one hour.
- Finally, the aircraft has been operated for more than 50 hours in routine service with no reported issues.

If there is any additional information needed, please feel free to ask.

William Baumheuter
Digitally signed by William Baumheuter
Date: 2022.05.27
12:56:43 -05'00'

Higher purpose. Greater good.
Following is a report on Dispatch orientation sessions to be held for new and transfer students.

05/31/2022

Report on Dispatch Orientation sessions

The orientation sessions to be conducted by Dispatch operations for the new and transfer flight students will begin during the fall 2022 semester.

Stephen G. Magoc
Chairperson
Following is a report of the avionics upgrades, services, inspections conducted during the assessment period.

Date May 31, 2022

Report time frame Jan 01, 2021 - May 31, 2022

Avionics servicing, repairs, inspections, and upgrades performed at the Certified Repair Station (CRS.)

The 91.411 Altimeter and 91.413 Transponder Checks required on the aircraft and the Emergency Locator Transmitter (ELT) battery replacements for the period are listed.

<table>
<thead>
<tr>
<th>Aircraft</th>
<th>Inspections</th>
<th>ELT batt replaced</th>
</tr>
</thead>
<tbody>
<tr>
<td>N324PC</td>
<td>12/17/21</td>
<td>8/23/2021</td>
</tr>
<tr>
<td>N325PC</td>
<td>4/22/22</td>
<td>9/20/2021</td>
</tr>
<tr>
<td>N327PC</td>
<td>4/22/22</td>
<td>NOT DUE</td>
</tr>
<tr>
<td>N329PC</td>
<td>5/24/22</td>
<td>NOT DUE</td>
</tr>
<tr>
<td>N423PC</td>
<td>Due in June</td>
<td>8/20/2021</td>
</tr>
<tr>
<td>N426PC</td>
<td>5/24/22</td>
<td>NOT DUE</td>
</tr>
<tr>
<td>N620PC</td>
<td>2/21/22</td>
<td>8/17/2021</td>
</tr>
<tr>
<td>N621PC</td>
<td>Due in June</td>
<td>9/9/2021</td>
</tr>
<tr>
<td>N628PC</td>
<td>5/24/22</td>
<td>NOT DUE</td>
</tr>
<tr>
<td>N475PC</td>
<td>4/26/21</td>
<td>NOT DUE</td>
</tr>
<tr>
<td>N476PC</td>
<td>4/26/21</td>
<td>NOT DUE</td>
</tr>
<tr>
<td>N477PC</td>
<td>4/26/21</td>
<td>NOT DUE</td>
</tr>
<tr>
<td>N478PC</td>
<td>4/26/21</td>
<td>NOT DUE</td>
</tr>
<tr>
<td>N552PC</td>
<td>2/8/21</td>
<td>11/11/2021</td>
</tr>
<tr>
<td>N553PC</td>
<td>2/8/21</td>
<td>Not Due</td>
</tr>
</tbody>
</table>

Eric Heightman

Flight Maintenance Manager

Parks College of Saint Louis University

CRS NI1R349K
The following internships were conducted by Aviation Management students during the assessment period.

<table>
<thead>
<tr>
<th>Name of Company</th>
<th>Academic Term</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parker-Hannifin</td>
<td>Spring 2022</td>
<td>1</td>
</tr>
<tr>
<td>GoJet Airlines</td>
<td>Spring 2022</td>
<td>1</td>
</tr>
<tr>
<td>Garmin/AeroNav Data</td>
<td>Spring 2022</td>
<td>1</td>
</tr>
</tbody>
</table>