

TABLE for Criterion 3.11 Assessment Plan & Process

Assessment Plan & Assessment Process – Table of Contents

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1. Students and Student Support Services [AABI 3.11.2 (1 & 2)]

General:

Assessment Plan includes Goals, Timelines, Metrics, and Responsible

Assessment Process Includes Evidence, Analysis, Plans for Improvement

Evidence documents are uploaded to the appropriate individual WEAVE section, as shown below

Evaluation: Academic Program Review and Revitalization (APRR) reports are due each year for all programs at K-State. These reports cover Enrollment, Retention, and Graduation rates. In 2025, a new app was introduced for both Assessment of Student Learning and APRR reporting. The Assessment of Student Learning report was due in December of 2024 for the previous academic year. The APRR report was due in March and included data for 23-24 academic year plus enrollment data for fall 2025.

Responsibilities: Faculty and staff and administration meet to review data provided on PowerBi reports provided by the [Office of Data, Assessment, and Institutional Research \(DAIR\)](#) on continuous improvement in teaching, support services, and curriculum to enable student success.

Plan: Goal 1. Retention Freshman to Sophomore

Goals, Timelines, Metrics, and Responsible

- **Short-term:** Maintain at least 70% freshman to sophomore
- **Long-term:** Achieve a 15% increase in first-year retention rates within three years.

Timeline: Retention metrics are reviewed each year. APRR reports addressing Retention Metrics are submitted each year, in Spring of 25, in November thereafter

Metrics:

- % of Students Enrolled after 1 year and % Graduating within 6 Years as shown on reports provided by the [Office of Data, Assessment, and Institutional Research \(DAIR\)](#)

Evaluation: APRR reports include evaluation and analysis of current data and plans for improvement.

Responsibilities: Faculty, staff, and administration meet to review data on continuous improvement in teaching, support services, and curriculum to enable student success leading to improved retention rates. Program coordinators submit APRR reports which are reviewed by faculty committees with feedback. Programs may apply for funding within the APRR report for specific improvement plans.

Contributing Performance Metrics:

- Attendance records for academic support programs and extracurricular activities, tracked by Modern Campus.
- Utilization rates of student support services such as tutoring, counseling, advising, and the Student Learning Center (SLC).
- Academic performance indicators (GPA, course completion rates).

Process: Goal 1 Retention Freshman to Sophomore

Evidence:

See AABI 3.2.4 Public Information and APRR PPIL Sp 25 Report uploaded as **Evidence in 3.11.1-1**

% of Students Enrolled after 1 year and % Graduating within 6 Years

Freshman Retention and Completion Rates												
Year	1		2		3		4		5		6	
Cohort	Cont	Cont	Cont	Grad	Cont	Grad	Cont	Grad	Cont	Grad	Cont	Grad
F2015	79%	71%	47%	21%	18%	45%	3%	55%				61%
F2016	69%	59%	31%	21%	3%	44%		54%				54%
F2017	73%	66%	51%	2%	10%	41%	10%	49%	5%	54%		
F2018	73%	62%	44%	8%	18%	31%	4%	46%	1%	52%		
F2019	69%	56%	43%	14%	10%	38%	7%	44%				
F2020	76%	70%	58%	9%	9%	51%						
F2021	77%	66%	49%	17%								
F2022	80%	65%										
F2023	76%											

Analysis: Freshman Retention and Graduation Rates

In 2022, KSUS PPIL program achieved 80% Freshman to Sophomore retention. In 23 that slipped a bit to 76%, which remains above our goal of 70%.

Plan for improvement: Freshman Retention and Graduation Rates

Continue to monitor recently implemented Selective Admissions process, one goal of which is to improve retention rates.

Plan Goal 2. Graduation Rates

Goals, Timeline, and Metrics, Responsibilities

- **Long-term Goal: Achieve a 10% increase in graduation rates within five years.**

Metric: Annual APRR data for 6 year graduation rates and Enrolled Terms to Degree

Evaluation: APRR reports include evaluation and analysis of current data and plans for improvement

Responsibilities:

- Program Assessment Coordinator, faculty and administration: Review and analyze graduation data as provided by DAIR, create improvement plans and submit reports
- Academic Advising: Provide support and resources to aviation students, monitor progress.
- Student Services: Implement programs and initiatives to enhance aviation student engagement and satisfaction.
- Live-In Learning Communities will help track aviation students.
- Military Support Services: Provide tailored resources and support for military-connected aviation students.
- Student Affairs: Promote resources and services available to military-connected aviation students.
- DAIR Office: Provide data on military-connected aviation student support utilization and satisfaction.

Contributing Performance Metrics:

- Attendance records for academic support programs and extracurricular activities, tracked by Modern Campus.
- Student satisfaction surveys regarding academic and campus life.
- Military student interactions
- Quantitative data on aviation student participation in career services.
- Surveys on aviation student satisfaction with career counseling and internship placements.
- Feedback from employers on aviation student preparedness and performance.

Process: Goal 2 Graduation Rates Evidence, Analysis, Plan for Improvement

See AABI 3.2.4 Public Information and APRR PPIL Sp 25 Report uploaded as **Evidence in 3.11.1-1**

Evidence: % of Students Enrolled after 1 year and % Graduating within 6 Years

Freshman Retention and Completion Rates												
Year	1		2		3		4		5		6	
Cohort	Cont	Cont	Cont	Grad	Cont	Grad	Cont	Grad	Cont	Grad	Cont	Grad
F2015	79%	71%	47%	21%	18%	45%	3%	55%				61%
F2016	69%	59%	31%	21%	3%	44%		54%				54%
F2017	73%	66%	51%	2%	10%	41%	10%	49%	5%			54%
F2018	73%	62%	44%	8%	18%	31%	4%	46%	1%			52%
F2019	69%	56%	43%	14%	10%	38%	7%	44%				
F2020	76%	70%	58%	9%	9%	51%						
F2021	77%	66%	49%	17%								
F2022	80%	65%										
F2023	76%											

Enrolled Terms to Degree

Enrolled Terms to Degree by Graduation Year					
-	2020	2021	2022	2023	2024
Bachelor	9.9	10.4	9.5	9.9	9.2
Freshmen	10.2	11.1	9.8	10.3	9.2
Transfer	7.0	7.8	8.8	9.2	9.2

Analysis: Graduation Rates

Enrolled Terms to Degree is down to 9.2 in 2024, for all graduates, the lowest or best point in the last 5 years and 51% graduated within 4 years, which is better than in prior years, but lower than we want to see. The 4 year graduation rates in 2020 were impacted by Covid.

Plan for improvement: Graduation Rates

Continue to monitor recently implemented Selective Admissions process, one goal of which is to improve retention and graduation (enrolled terms to degree) rates. Continue to work with Student Affairs to ensure PPIL students get the services they need to be successful.

2. Program Mission and Educational Goals

Program Educational Goals ([See Program Curriculum web page](#)) [Criterion 3.2.2]

NOTE: Must include applicable AABI program-specific criteria (see Criterion 5.0).

Program Educational Goals:

Professional Pilot program graduates should:

1. Demonstrate the ability to work on diverse multidisciplinary teams.
2. Demonstrate a global perspective on sustainable aviation business practices.
3. Choose ethical courses of action within the operational environment.
4. Demonstrate a lifelong commitment to personal excellence through service and continuing education.
5. Appraise unsafe operational conditions within the aviation environment.
6. Communicate effectively, using both written and oral communication skills.
7. Creatively solve technical problems related to the aviation workplace using math and science.

NOTE: At K-State, the AABI Program Specific Goals (pilot certifications and Capstone course) are REQUIREMENTS for graduation, and as such, are not listed as Program Goals. The applicable courses are listed as required for this degree. See 204b Flight Education, Section 3.2.2.

Plan: [Goal - Ensure that Program Educational Goals Meet Industry and Student Needs](#)

Goals, Timelines, Metrics, and Responsible

Short-term Goal: Review Program Goals Annually and update as needed

Timeline: Ongoing analysis throughout the year, finalized at end of spring semester annually

Metrics: Industry advisory board discussion results

Evaluation: Review of minutes and other inputs

Responsibilities: Faculty, staff, and administration meet to review results of information gathering to uncover additional or different program goals.

Contributing Performance Metrics:

- Graduate employment survey results

[Process for Determining/Reviewing Program Educational Goals \[Criterion 3.2.3\(b\)\]](#)

Evidence: (Timeframe) Annual Industry Advisory board minutes: KSUS PP IAC4-5 2024, **attached as Evidence to 3.11.1-2**

Analysis: At this meeting there was discussion about what Industry wants from our graduates, We heard that Communication and professionalism continue to be important skills as described in Program Goals 4 and 6.

Plan for Continuous Improvement: Build an Agenda Template for IAB meetings that includes a cover page with Aviation Department and PPIL Program Mission and Program Goals and includes time for discussion of Program Goals in the Agenda.

3 Student Learning Outcomes

Assessment Plan for Student Learning Outcomes - Goals, Timelines, Metrics, and Responsible

Goal: The Goal for all outcomes is that at least 75% of students assessed score as either Meets or Exceeds on all assessed outcomes.

Evidence of Plans: The 3 plans below, Tables 3.3.1, 3.3.2, and 3.3.3, were provided in 204B, the Flight Education section of Weave and are also attached as evidence in the Core section, 3.11.1-3. Please see the original documents in 3.11.1-3 for improved readability.

The two AABI plans below, 3.3.1 and 3.3.2 show the following for each AABI outcome:

- Outcome name and number
- Corresponding course learning objectives
- Assessed assignments
- List of required courses
- Course in which each outcome is Introduced, Practiced, and Assessed (K-state Term) or Evaluated (AABI term)

Timelines and Responsibilities:

Program goals align with both University goals and with specific AABI goals. Outcome results are collected **during each semester** in an automated fashion through Canvas, the university Learning Management System (LMS).

Faculty use one or more of three methods to capture data:

1. **Faculty** score assessment rubrics that are attached to online assignments, **as the assignments are scored**
2. Automated scoring **by Canvas** of online Quiz test questions **as students complete quizzes**
3. **Faculty** download scores of an assignment (set up with a corresponding assessment score), **usually near or at end of each semester** and forward spreadsheets to the **Assessment Coordinator**, who uploads those to a data warehouse.

Assessment Coordinator for the program works with the **Office of Assessment** to set up dashboards appearing in PowerBI that display the assessment results. This is done **whenever there are changes to the assessed outcomes**.

In 2 and 3 above, faculty set up the alignment of test or assignment scores with the appropriate assessment score when the process is implemented for the first time. Thereafter, assignment scores are automatically translated to assessment scores without intervention by the instructor.

Each Semester: At the end of each semester, outcome data is shared and reviewed individually by **faculty**, who then make regular adjustments to their own courses as needed to improve assessment results. Faculty also brainstorm about delivery or assignment types that may better meet student needs or ensure more authentic assessment processes and results.

The program **Assessment Coordinator** meets with new faculty **each semester** to ensure they understand requirements including Program Educational goals, AABI Core and General goals and objectives in syllabi and for developing and completing assessment activities. Assessment results are collected through our Learning Management System and are updated to program dashboards as the assessment activities are completed.

Each semester: course syllabi are updated to include the educational goals or Student Learning Objectives that are assessed in each course so students know where they will learn and be assessed on the objectives.

Annually each spring: The program mission, goals, assessment results and curriculum changes are shared and discussed with our Industry Advisory Board (IAB) which includes industry representatives and potential employers, to ensure that our goals and objective remain in sync with industry needs and developments.

Annually: each fall: In addition, faculty, including aviation and other supporting faculty and staff, including student academic advisors, meet each fall to discuss any over-arching issues or ideas about how to better prepare our students for their future careers. These issues and ideas may include curriculum adjustments or changes to SLOs, result goals, or the assessment plan. A summary of these discussions is included in the annual internal assessment report for the program. As we further refine the automated collection of data, data can be available on PowerBI dashboards overnight, enabling faculty to see results during the semester, when grading / assessment scoring is complete.

Assessment Process for Student Learning Outcomes and Program Outcomes

Evidence: ALL Attached as evidence in 3.11.1-3

1. Aviation Department meetings Agendas Index showing discussion of Assessment results or activities.
2. Current Revised Assessment plan BATN PP PPIL Assess Plan Matrix 08 28 25.xlsx showing changes as determined in the above meetings
3. Resulting PowerBI graphs below. See also PPIL Assessment Results '24
4. Annual Program Information Assessment Report PPIL (Assessment of Student Learning Report) as submitted to the University Office of Assessment.
5. Table 3.3.3 Program Outcomes
6. Table 3.3.1 AABI General Outcomes
7. Table 3.3.2 AABI Core Outcomes

AABI General Outcomes – See Section 2 Plan, Evidence, and Process for Program Educational Goals

Evidence (Timeframe) PPIL Assessment Results General Outcomes Academic Year 23-24



Analysis of Evidence:

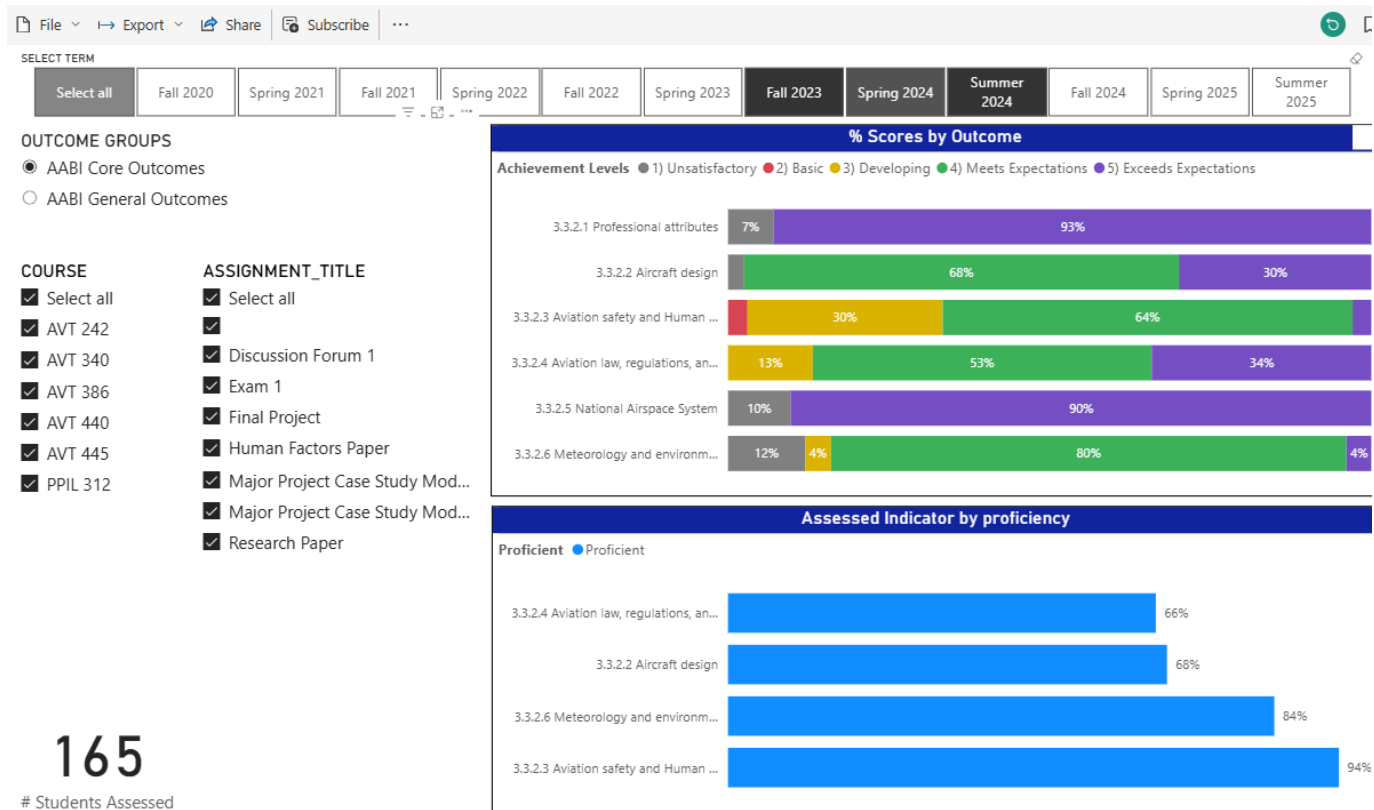
- 3.3.1e Written Communication -KSUS students met the goal of 75% meets or exceeds, but 3% were unsatisfactory and none scored as Exceeds. (**Program Goal 6** Written and Oral Communication)
- 3.3.1g Life-Long Learning – 12% scored Unsatisfactory and the rest all scored Exceeds, which is not a “normal” distribution (**Program Goal – 4.** Demonstrate a lifelong commitment to Personal excellence)
- 3.3.1k Pertinent Knowledge - Appraise unsafe operational conditions within the aviation environment. (**Program Goal – 5** Appraise Unsafe Operating Conditions and **7** Creatively solve technical problems related to aviation) -12% scored Unsatisfactory and the rest all scored Exceeds. .

Plans for Continuous Improvement:

- 3.3.1e Written Communication - Assessment will be more authentic through focus on assessing the types of written communication that will be required in the industry after graduation. This is assessed in AVT 497, the Capstone
- 3.3.1g Life-Long Learning - Offer and expose students to offerings of continuing education courses offered by the university and other organizations such as the FAA and AOPA. This is assessed in AVT 497, the Capstone
- 3.3.1k Pertinent Knowledge - Appraise unsafe operational conditions within the aviation environment. (Critical thinking) - Add additional problem-solving scenarios and discussion into the course curriculum, either in the reporting course, AVT 386 or in the Introduce course, PPIL 113 or the Practice course, PPIL 310

AABI Aviation Core Outcomes

Evidence Fall 23, Spring and Summer 24:



Analysis of Evidence:

- 3.3.2.3 Aviation safety and Human factors - We have added dedicated faculty and staff with the goal of building a culture of safety in the department. This will include annual safety training for faculty/staff and students. Assessed in AVT 340, Aviation Safety and Human Factors (**Program Goal 5** Appraise Unsafe Operational conditions)
- 3.3.2.5 National Airspace System - Faculty have volunteered to add "Introduce and practice" content in other courses that occur prior to the course in which this outcome is assessed. (**Program Goal 5** Appraise Unsafe Operational conditions)

Plans for Continuous Improvement:

- 3.3.2.3 Aviation safety and Human factors - We have added dedicated faculty and staff with the goal of building a culture of safety in the department. This will include annual safety training for faculty/staff and students.
- 3.3.2.5 National Airspace System - Faculty have volunteered to add "Introduce and practice" content in other courses that occur prior to the course in which this outcome is assessed, PPIL 312.

KSUS PPIL Program Outcomes

Evidence Fall 23, Spring and Summer 24:

Normally we would see a third graph that included only the Program Goals, but for the '23-24 report, there were university-wide changes in the Canvas to PowerBI process and dashboards were re-designed and upgraded. At the time the report was due, the dashboard for Program Outcomes was not available, so we used the aligned AABI Core and General Outcomes as described below.



Analysis of Evidence:

- **Program Goal 4** Demonstrate a lifelong commitment to Personal excellence) – aligns with 3.3.1g Lifelong Learning – 12% scored Unsatisfactory and the rest all scored Exceeds, which is not a “normal” distribution
- **Program Goal 5** Appraise Unsafe Operating Conditions aligns with 3.3.1k Pertinent Knowledge - Appraise unsafe operational conditions within the aviation environment. -12% scored Unsatisfactory and the rest all scored Exceeds.

- **Program Goal 6** Written and Oral Communication aligns with 3.3.1e Written Communication -KSUS students met the goal of 75% meets or exceeds, but 3% were unsatisfactory and none scored as Exceeds.
- **Program Goal 7** Creatively solve technical problems related to aviation **aligns with** 3.3.1k Pertinent Knowledge - Appraise unsafe operational conditions within the aviation environment. (s and) -12% scored Unsatisfactory and the rest all scored Exceeds.

Plans for Continuous Improvement

- **Program Goal 4** Demonstrate a lifelong commitment to personal excellence)
 - 3.3.1g Lifelong Learning - Offer and expose students to offerings of continuing education courses offered by the university and other organizations such as the FAA and AOPA. This is assessed in AVT 497, the Capstone
- **Program Goal 5** Appraise Unsafe Operating Conditions
 - 3.3.1k Pertinent Knowledge - Appraise unsafe operational conditions within the aviation environment. (Critical thinking) - Add additional problem-solving scenarios and discussion into the course curriculum, either in the reporting course, AVT 386 or in the Introduce course, PPIL 113 or the Practice course, PPIL 310
- **Program Goal 6** Written and Oral Communication
 - 3.3.1e Written Communication - Assessment will be more authentic through focus on assessing the types of written communication that will be required in the industry after graduation. This is assessed in AVT 497, the Capstone
- **Program Goal 7** Creatively solve technical problems
 - 3.3.1k Pertinent Knowledge - Appraise unsafe operational conditions within the aviation environment. (Critical thinking) - Add additional problem-solving scenarios and discussion into the course curriculum, either in the reporting course, AVT 386 or in the Introduce course, PPIL 113 or the Practice course, PPIL 310

4 Curriculum

Assessment Plan for Curriculum [Criteria 3.11.2 (1 & 2)]

Current Curriculum Goals:

1. Review the Plan of Study (Academic Degree Map) along with procedures to enable more students to complete the program in less time (Key Performance Indicator) Enrolled Terms to Degree (from Academic Program Review & Revitalization (APRR))
2. Review modalities and adjust to make opportunities for flight training more efficient and more accessible for students
3. Re-order the plan of study to reduce completion time
4. Establish processes to amplify the effects of a Safety Education and Promotion project to improve student success and better prepare students for jobs following graduation
5. Add safety projects to AVT 450 and PPIL 210 to increase visibility and awareness of safety processes

Timelines: Goals are reviewed annually at the time the APRR report is due.

Metrics: APRR data Enrolled Terms to Degree, 5 Assessment scores on 3.3.2.3 Aviation Safety

Person(s) Responsible: Assessment Coordinator and Department head are responsible for the APRR report and for conducting the discussions and goal setting in 1, 2, and 3. Faculty and Director of Aviation Safety are responsible for 4. Faculty are responsible for 5.

Assessment Process for Curriculum [Criteria 3.11.2 (3 & 4)]

Evidence (Timeframe) 23-24 Academic year APRR Report data

Enrolled Terms to Degree by Graduation Year					
-	2020	2021	2022	2023	2024
Bachelor	9.9	10.4	9.5	9.9	9.2
Freshmen	10.2	11.1	9.8	10.3	9.2
Transfer	7.0	7.8	8.8	9.2	9.2

Analysis of Evidence: Enrolled terms to Degree by Graduation year are shorter for Freshman and for all Bachelor’s students. That number is larger for transfer students.

Plans for Continuous Improvement:

- Continuously monitor equipment usage and update equipment plan as needed
- Evaluate curriculum for opportunities to eliminate or reduce downtime between certifications
- Monitor faculty schedules and workload to prevent course waitlists
- Work actively with DASSA to ensure students have access to support as needed
- Ensure students have accurate expectations about program costs

5 Faculty and Staff

Assessment Plan for Faculty (Full-time and Adjunct) [Criteria 3.11.2 (1 & 2)]

FACULTY

Goal: Support Professional Development:

- Promote continuous learning and professional growth for faculty members by attending workshops, conferences, and training relevant to aviation.
 - All new faculty, both full-time and part-time, are required to attend our Online Course Development Institute (OCDI).
 - Encourage faculty to stay updated on industry trends and incorporate new knowledge into their teaching and research.
- Given curriculum and enrollment goals, monitor APRR data, including Fall Headcounts, Degrees Conferred, Enrolled Terms to Degree and Retention and completion rates AND course enrollments to determine right size and make up of faculty

Timelines for achieving professional growth and development can vary based on individual qualifications and training requirements. Faculty members may engage in a range of standard learning activities, including attending AABI and UAA conferences or participating in other specialized training programs. For faculty number and make up, data will be monitored each semester as students are accepted and enroll for the next semester.

Metric:

To demonstrate progress toward these goals, evidence such as documentation of conference and seminar attendance, as well as certificates of completion, will be collected.

As described above, metrics for faculty numbers include APRR data, # of students accepted into the program, and # of students enrolled in each course.

Responsibilities:

OCDI training for all faculty is provided at no charge to the individuals or departments and tracked by the Associate Dean for Academics.

In addition to training and onboarding for new faculty, faculty development goals will be evaluated during the annual evaluation and new goals will be set with the understanding of the department's responsibility to suppliers and the facilities members' responsibility to complete the goal.

The department head, the PPIL Program Lead, and other aviation program leads schedule current courses and faculty.

Assessment Plan for Staff (Instructional Staff, and Support Staff) [Criteria 3.11.2 (1 & 2)]**World Class CFI's****Goals:**

- Quarterly Emphasis Items that will drive spot evaluations on CFIs and create trend data to be used in future training
- Incorporate Continuation Training for CFIs based on trends found in quarterly spot evaluations
- 100% CFI upgrade to CFII

Timelines:

Goals will be measured each semester. By semester 4 end of Spring '26 all goals in that semester will be accomplished

Metrics:

- Quarterly spot evaluation trends will be recorded
- CFI Continuation training will be recorded
- CFI Upgrades will be recorded

Responsibilities:

The Executive Director of Flight will ultimately be responsible to ensure the metrics are trending the correct way and are accomplished, but day to day will be delegated to the Assistant Chief Pilot responsible for standardization and the Assistant Chief Pilot responsible for CFI Training.

Assessment Process for Faculty (Full-time and Part-Time) [Criteria 3.11.2 (3 & 4)]**Evidence (Timeframe)**

For the past 9 years, 100% of new faculty (both full-time and part-time) have participated in OCDI training the summer prior to beginning instruction at K-State Salina.

Per table 3.5.1, KSUS currently has 5 tenure or tenure track faculty, mostly 80/20 assigned, 10 non-tenure track (90 /10 assigned), and 8 part time instructors (100% teaching) in the PPIL program. From the Kansas State University course schedule, enrollment in PPIL and AVT courses is generally limited to 20 to 35 students based on modality and content. As of end of first week of class this fall, PPIL courses have 3 students waitlisted and AVT courses (some shared with other aviation programs) have 18 waitlisted. One of those waitlisted is in a face-to-face Salina PPIL course. The rest are in shared online courses.

Normally faculty with 90/10 assignments teach four courses and part-time instructors teach one to three courses per semester. For Full-time faculty who teach courses above their standard load, overtime pay is provided.

Analysis of Evidence

KSUS PPIL program has a limited number of students unable to enroll in desired courses, but where most of those are in shared courses with other aviation programs, we need to work on capacity for those shared courses. Some faculty loads are over the norm for 90/10 or for part-time instructors.

Plans for Continuous Improvement

Continue to monitor enrollments through the data above and develop a plan for increasing enrollments that describes the optimum faculty numbers and mix for online and face-to-face courses, especially in shared program courses.

The department head, the PPIL Program Lead, and other aviation program leads will work together to schedule current courses and faculty and to estimate future needs based on current student APRR data, fall headcounts, and number of new students accepted through the Selective Admissions Process.

Assessment Process for Staff (Instructional Staff, and Support Staff) [Criteria 3.11.2 (3 & 4)]

Evidence: (Timeframe) Annual CFI Stage Check Pass Rate

Analysis of Evidence: After one school year our CFIs stage check pass rate has improved steadily. The new CFI onboarding process has also ensured standardization across the board as soon our new instructors are cleared for students.

Plans for Continuous Improvement: CFI Continuation Training syllabus, new promotion requirements that include pass percentage, proficiency flights and leadership opportunities.

6 Facilities and Equipment

Assessment Plan for Facilities and Equipment [Criteria 3.11.2 (1 & 2)]

Goal 1: Ensure aircraft purchase/sale rotation keeps aircraft age less than 10 years

Timeline: Annual review

Metrics: Yearly review of fleet metrics, hours, and years since purchase

Responsibilities: Department Head and Executive Director of Flight Operations work with aircraft broker to stay 3-5 years ahead of purchases to ensure aircraft come off the line on time to meet <10-year goal

Assessment Process for Facilities and Equipment [Criteria 3.11.2 (3 & 4)]

Evidence: Proprietary spreadsheet showing purchase flow. It is kept with the campus comptroller to ensure proper execution. Spreadsheet will not be shared.

Analysis of Evidence: KSUS is on target for equipment acquisition and replacement per the plan above

Plans for Continuous Improvement: Continue the plan as described, with updates for changes in enrollment and industry needs as identified by our Industry Advisory Board

Goal 2: Properly maintain current world-class facilities

Timeline: Annually, 5 and 10 years out

Metrics: % of budget for upkeep

Responsibilities: a group of staff/faculty take a critical look at the physical cleanliness, disrepair, and presentation of all aviation spaces. 3-5 10-year strategy - discussion about what will be required - talk to CFO Dr James and how to acquire budget \$

Evidence: None now, but in the future

Analysis of Evidence: Future grade sheets will be produced from inspections

Plans for Continuous Improvement: Follow updated process

Goal 3: Maintain classroom technology that supports student learning -

Timeline: Campus Classrooms just upgraded and are now consistent across campus

Metrics: Results of end of course surveys, feedback from faculty

Responsibilities: Department Head reads and considers student and instructor comments on Canvas to identify necessary improvements. Faculty ad hoc committees address teaching methods and technology. Campus IT Director makes recommendations and provides for installation as needed.

Evidence: Past surveys are kept on record in the COTA class on Canvas

Analysis of Evidence: We are in the first semester of using new technology.

Plans for Continuous Improvement: Continue to monitor needs and available technology

7 Aviation Safety Culture and Program

Assessment Plan and Process for Safety [Criteria 3.11.2 (1 through 4)]

GOAL		Timeline	Metric	Responsibility
[1]	Research FDM program structure and guidance	Q4 2026	Completion of process manual	James Burk
EVIDENCE	Utilization and application of FDM (Flight Data Monitoring) software (Flysto).			
ANALYSIS OF EVIDENCE	Over 2,834 flights have been loaded into the FDM software, with continued weekly implementation. A standardized procedure is being developed to align with industry and governing body standards.			
PLANS FOR IMPROVEMENT	Develop a structured, documented process for applying data, grounded in just culture principles and non-reprisal safety policies.			

GOAL		Timeline	Metric	Responsibility
[2]	Develop department specific safety audit requirements	Q2 2026	Implementation of Audits	James Burk
EVIDENCE	Completed initial audit checklist and stored results.			
ANALYSIS OF EVIDENCE	The initial flight department audit checklist has been completed, and the results have been securely stored on the shared drive.			
PLANS FOR IMPROVEMENT	Developed an audit checklist and associated procedures for the AVM and Aircraft Maintenance programs.			

GOAL		Timeline	Metric	Responsibility
[3]	Develop departmental initial safety training requirements	Q2 2026	Customer delivery	James Burk
EVIDENCE	Completed initial SMS training			
ANALYSIS OF EVIDENCE	SMS training, along with first aid training, has been developed. Initial delivery and attendance documentation have been recorded and stored on the shared drive.			
PLANS FOR IMPROVEMENT	Integrate training modules into a comprehensive program with an internet-based delivery structure.			

GOAL		Timeline	Metric	Responsibility
[4]	Publish Safety communications (promotion) each quarter	Q4 2025	Published newsletter	James Burk
EVIDENCE	Publishing Safety newsletters and communications through e-mail distribution.			
ANALYSIS OF EVIDENCE	The newsletter has reached its third iteration and has been successfully published.			

PLANS FOR IMPROVEMENT	Broaden publishing capabilities beyond email by implementing a structured production schedule and a coordinated content development plan that aligns with departmental initiatives.
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GOAL		Timeline	Metric	Responsibility
[5]	Conduct FY25-26 Safety Culture Survey	Q2 2026	Completed Departmental Survey	James Burk
EVIDENCE	2025 Safety culture Survey completed, Awaiting 2026 Survey Development			
ANALYSIS OF EVIDENCE	2025 Safety Survey completed, and results stored on shared drive.			
PLANS FOR IMPROVEMENT	Enhance survey utilization by incorporating it into the curriculum and establishing a structured plan for the distribution and dissemination of results.			

8 Relations with Industry

Assessment Plan for Relations with Industry [Criteria 3.11.2 (1 & 2)]

Goal: Establish two new industry partnerships

Timeline a Metrics: Acceptance into two major programs by AY 2026

Responsibilities: Aviation Department will continue to engage with Southwest Airlines Destination 225 program and the United Aviate program until KSUS Aviation achieves both partnerships.

Assessment Process for Relations with Industry [Criteria 3.11.2 (3 & 4)]

Evidence (Timeframe) Will track future meetings and document acceptance over the next 2 years

Analysis of Evidence: New goal, no current results

Plans for Continuous Improvement: Continue to build faculty and administration relationships with Industry partners, continue to work with alums to bring graduates back to campus to represent their employers, continue to develop programs that bring industry partners to campus, continue to identify potential new partners.

9 Diversity, Equity, and Inclusion

TABLE for Criterion 3.11.1-9_ DEI Assessment Plan & Process

Assessment Plan and Process for Diversity, Equity, and Inclusion [AABI 3.11.2 (1 through 4)]

GOAL		Timeline	Metric	Responsibility
[1]	Activate college diversity committee with members from faculty, staff, and students (see attached) The committee meets at least once per semester to review and align activities with the aims and goals of the college.	Immediate	Attendance and planning events.	Cota Diversity Committee Assistant Dean
EVIDENCE	<p>Number of people active and engaged in planning and attending events that support inclusive excellence.</p> <p>The Cota Diversity Committee included faculty, staff and students representing a cross section of the college.</p> <p>Membership: (3-year terms)</p> <p>2 elected faculty 1 appointed faculty 1 appointed USS Prof Staff Senate Representative SGA Diversity Chair Student Representative</p> <p>Ex-Officio Membership:</p> <p>Assistant Dean Academic Advising Student Life Student Support Services/TRIO Library</p> <p>Fall 2024 work:</p> <p>In-person meetings – August 26, 2024; September 27, 2024 (Portrait Project Recordings); November 5, 2024 Online collaboration – August 30, 2024; September 18, 2024; September 30, 2024; October 7, 2024;</p>			
ANALYSIS	The committee was making strides in the work during fall 2024. In January 2025 the meetings were put on hold awaiting guidance after the federal transition. Legislation in Kansas including HB 2105 and Senate Bill 125 have implications on what can be done by KBOR institutions.			
PLANS FOR IMPROVEMENT	We are committed to fostering connections and fulfilling our land-grant mission. We strive to build and enrich environments and learning communities where people of a variety of backgrounds and experiences can thrive and contribute to the engagement and growth of all. https://www.k-state.edu/access-opportunity/about/ The work of welcoming and supporting all has been elevated across multiple units and not centralized in one committee. The support will come from affinity groups, clubs and organizations and the academic success and student affairs offices of the university. https://www.salina.k-state.edu/academic-success-student-affairs/campus-resources/			

GOAL		Timeline	Metric	Responsibility
[2]	Participate in planning and executing the Salina portion of our KSUnite Event in October. As an institution of higher education, we are committed to fostering open dialogues that broaden our perspectives and bring us closer to understanding the totality of the human condition. https://www.k-state.edu/access-opportunity/initiatives/ksunite/	Short-term	Attendance and evaluation feedback at learning opportunities and events	Cota Diversity Committee Assistant Dean
EVIDENCE	<p>(Include timeframe) Number of people active and engaged in planning and attending events that support inclusive excellence.</p> <p>KSUnite Salina 2024 Participation: 70 total in person participants: Breakdown per session: Session One 55, Session Two 52, Session Three 53; 12 registered and received a link to attend online.</p> <p>Salina Community Healing Hub (CHH) April 9, 2025 As part of our ongoing commitment to building community, we offer faculty and staff an opportunity to participate in a Community Healing Hub conversation co-facilitated by trained facilitators from Manhattan and Salina. The gathering offers space for individuals to reflect on, share, and explore their personal values and beliefs in an atmosphere of mutual respect and genuine listening.</p> <p>11 individuals participated in this inaugural Salina conversation.</p>			
ANALYSIS	<p>KSUnite October 16, 2025</p> <p>Outcome 1 This session helped me feel included and able to connect with new people. 56% strongly agree; 22% somewhat agree This activity provided me with ideas on how to create or participate in diverse, inclusive environments. 57% strongly agree; 30% somewhat agree</p> <p>Outcome 2 I was able to practice perspective taking and deep listening as a way to connect with others. 69% strongly agree; 28% somewhat agree I was able to improve my awareness in meeting and working with diverse populations. 53% strongly agree; 24% somewhat agree</p> <p>Outcome 3 I feel that I am better able to understand the nature of our need to be seen. 60% strongly agree; 33% somewhat agree The session energized me to participate in creating a sense of belonging in my community. 65% strongly agree; 29% somewhat agree</p> <p>Outcome 4 I feel my experiences were heard and valued and/or that I heard and valued the experiences of several people with different perspectives from mine. 53% strongly agree; 21% somewhat agree</p> <p>Outcome 5</p>			

GOAL	Timeline	Metric	Responsibility
	<p>I feel more comfortable engaging in conversations about identities, in addition to my own, as a result. 52% strongly agree; 39% somewhat agree</p> <p>CHH Recommendation: Offer at least one in Salina per semester. Consider themed discussions.</p>		
<p>PLANS FOR IMPROVEMENT</p>	<p>Revise the goal: Commit to fostering open dialogues that broaden our perspectives and bring us closer to understanding the totality of the human condition through events such as KSUnite, Community Healing Hubs (CHH), Civic Lecture Series, and leadership development at the college level.</p> <p>KSUnite Fall 2025 planning is underway with a volunteer group of faculty, staff and students. The event continues to be coordinated within the larger university structure in support of our mission as a land grant university.</p> <p>Mission Affirm and celebrate Kansas State University values fostering connection and engagement while showcasing the collective impact of students, faculty, and staff throughout the university and the communities we serve.</p> <p>Goals/ Outcomes</p> <ul style="list-style-type: none"> • Deepen our culture of belonging and pride across the K-State community. • Reinforce K-State’s commitment to access and opportunity for all. • Encourage reflection, cultivate open dialogues and promote deep listening. • Showcase personal stories of resilience, innovation and community. • Drive engagement and awareness across campus and beyond. <p>CHH conversations will be offered a minimum of one time per semester with the next being scheduled for October 7, 2025. A smaller space was reserved for this conversation based on feedback. This will allow for better acoustics and a feeling of safety.</p> <p>Civic Lecture Series is a lunch hour opportunity to develop a more tolerant and informed community committed to openly discussing topics of civic importance. By engaging our campus and the broader community in civic dialogue we will expand our collective leadership skills for civic participation. We believe that a robust exchange of ideas is essential for informed decision-making and the development of a thriving, engaged civic culture. The series offers two fall and two spring lunch discussions with topics cultivated by community input. https://www.salina.k-state.edu/about/visitor-information/civic-lecture/</p> <p>Professional Readiness Opportunity Pathway (PROP) launching fall 2025. PROP will provide weekly workshops in communication, leadership, well-being and academic support to build professional skills identified by our industry advisory boards.</p>		

GOAL		Timeline	Metric	Responsibility
[3]	Participate in the planning and implementation of the next university climate survey and analyze data to make improvements in building inclusive excellence and a culture of belonging.	Long-term	University climate survey (early planning stages)	Assistant Dean Dean/CEO Executive Director of Strategic Initiatives DASSA Representatives
EVIDENCE	(Include timeframe) Positive progress documented in belonging and/or climate surveys August 26, 2024, COTA Diversity Committee was notified that the university climate survey planning was put on hold.			
ANALYSIS	Due to the federal transition in January 2025 activity was put on hold awaiting further guidance. Legislation passed in Kansas including HB 2105 and Senate Bill 125 have implications on the work of KBOR institutions.			
PLANS FOR IMPROVEMENT	<p>In August 2025 preliminary discussions began at the university level within Human Resources and DASSA. Assistant Dean is participating in work that will provide more information as it becomes available.</p> <p>A climate survey will provide data to support the university Next-Gen K-State Strategic Plan “Imperative 9, Becoming an employer of choice” https://www.k-state.edu/next-gen/plan/imperatives/ and Goal 3 of the Salina campus plan to “Attract and retain high-performing, talented and engaged faculty and staff. https://www.k-state.edu/next-gen/related-plans/secure/salina/plan.html</p> <p>Interim activities to gather feedback at the campus level include relaunch of our faculty mentoring program and scheduled listening sessions. Listening sessions will occur at the campus level (Dine and Discuss), in small groups (Dean/CEO and Executive Director of Strategic Initiatives), and with individuals (Assistant Dean).</p>			