

Attachment 3

NEW CERTIFICATE PROGRAM

Air Traffic Control Certificate

1) Purpose:

This certificate program provides students with core foundational knowledge in the field of Air Traffic Control in order to help meet a growing demand in the field. It builds on a basic knowledge of aviation flight theory and application and helps prepare students for FAA Air Traffic Controller Training.

Prerequisites for courses in this certificate necessitate basic airman certification and training by the FAA or its International Civil Aviation Organization (ICAO) member equivalent agency.

This certificate program enhances student opportunities at K-State by allowing them to take advantage of growing career opportunities in the field of Air Traffic Control.

2) Requirements:

PPIL 240 Introduction to Air Traffic Control (3)
PPIL 342 Aviation Meteorology (4)
PPIL 440 Air Carrier Operations (3)
PPIL 442 Advanced Air Traffic Control (3)

3) Desired outcomes:

The Air Traffic Control Certificate Program allows students to:

- a. Develop an understanding of the operational complexities of the national airspace system and an understanding of the responsibilities of the elements within that system.
- b. Understand the constraints of the current ATC system and relate these to the FAA's future airspace system plan.

4) Assessment procedures:

- a. Students shall demonstrate satisfactory subject matter mastery by maintaining a GPA of 3.0 for courses within the certificate program.
- b. Full assessment plan is attached.

5) Estimated budget and staff required:

Budgetary and staff impacts shall be minimal since three of the four courses are already existing courses and part-time faculty are available to teach the fourth.

Degree Program
Assessment of Student Learning Plan
Department of Aviation
Air Traffic Control Certificate
Kansas State University

College, Department, and Date

College: Technology and Aviation
Department: Aviation
Date: 10 October 2008

Contact Person(s) for the Assessment Plans

Dr. Kurt Barnhart (785) 826-2972

Degree Program

Certificate Program in Air Traffic Control

Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

a. List (or attach a list) all of the student learning outcomes for the program.

Graduates of the Air Traffic Control Certificate Program will:

1. Develop an understanding of the operational complexities of the national airspace system and an understanding of the responsibilities of the elements within that system including the terminal, enroute, and trans-oceanic air traffic environments.
2. Understand the constraints of the current ATC system and relate these to the FAA's future airspace system plan.

b. Identify outcomes that will be assessed in the first three years of the plan.

Both SLOs will be assessed during the first three years of the program.

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

| Program SLOs | University-wide SLOs (Undergraduate Programs) | | | | | <i>Program SLO is conceptually different from university SLOs</i> |
|---------------------|--|--------------------------|----------------------|------------------|--|---|
| | <i>Knowledge</i> | <i>Critical Thinking</i> | <i>Communication</i> | <i>Diversity</i> | <i>Academic / Professional Integrity</i> | |
| 1. | X | X | | | | No |
| 2. | X | X | X | | | No |

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

*[Briefly describe the assessment tools, measures, or forms of evidence that will be utilized to demonstrate students' accomplishment of the learning outcomes selected in the three-year plan. Also indicate whether each measure is direct or indirect. If you are unsure, then write "Unsure of measurement type". There is an expectation that **half of the assessment methods/measures** will be direct measures of student learning (see **Measures, Rubrics, & Tools for Assessing Student Learning Outcomes** on the APR website for examples of direct and indirect measures).]*

| SLO | MEASURES | | WHO IS ASSESSED? |
|-----------------------------------|--|---|---|
| | DIRECT | INDIRECT | |
| Appreciate Operational Complexity | <ol style="list-style-type: none"> 1. Student Self report after completion of PPIL 442 2. Cumulative assessment upon completion of PPIL 442. 3. Employer Feedback | Observation and class participation in PPIL 240, PPIL 342, PPIL 440 and PPIL 442. | <ol style="list-style-type: none"> 1. Students 2. Employers |
| Future ATC constraints | Cumulative Assessment given upon completion of PPIL 442. | Observation and class participation in PPIL 240, PPIL 342, PPIL 440 and PPIL 442. | Students |

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

[Briefly describe the timeframe over which your unit will conduct the assessment of the learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., year 1, year 2, and year 3), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with faculty, advisory boards, students, etc).]

| SLO | TIMETABLE FOR ASSESSMENT OF SLO | | | CREATION OF BASELINE |
|-----------------------------|---------------------------------|-----------------------------------|-----------------------------------|----------------------|
| | 2009-2010 | 2010-2011 | 2011-2012 | |
| Airspace Integration Skills | PPIL 240 | Cumulative Assessment in PPIL 342 | Cumulative Assessment in PPIL 442 | After fall of 2012 |
| Hazards to integration | PPIL 240 | Cumulative Assessment in PPIL 342 | Cumulative Assessment in PPIL 442 | After fall of 2012 |

4. What is the unit's process for using assessment results to improve student learning?

[Briefly describe your process for using assessment data to improve student learning.]

Faculty involved will coordinate and solicit feedback annually from industrial partners and employers following the establishment of a baseline in the fall of 2012. This solicitation will serve as a basis for any needed curriculum additions or deletions.