Mission Statement:
The mission of the Aviation Department graduate program is to provide quality educational experiences to students that promote critical thinking and foster an intellectual environment conducive to exemplary research, scholarship and creativity among graduate students and faculty in an effort to provide problem-solving professionals to aviation industry employers.

Goals and Objectives:

Goal 1: Develop aviation professionals who use their technical and theoretical skills to solve problems within the aviation industry.

Objective 1.1: Students will apply skills learned in statistics and research methods courses to design a research question and conduct the appropriate research in order to address a problem.

Objective 1.2: Students will apply the appropriate theories learned in their coursework to a research problem.

Objective 1.3: Students will synthesize gathered information and use there analytical skills to develop possible solutions to a particular problem.

Goal 2: Develop a student’s higher-order thinking abilities and instill a quest for life-long learning.

Objective 2.1: Students will complete either a thesis or an independent study project which will demonstrate their desire and ability to increase knowledge and analyze information with a high-level of skill.

Objective 2.2: Students will realize that being a professional requires a continual drive to develop and update an individual’s skill-set.

Goal 3: Develop a scholarly set of skills that will allow the student to function in a professional manner.

Objective 3.1: Students will be able to write at an advanced level.

Objective 3.2: Students will be able to effectively present their ideas using a variety of media.

Objective 3.3: Students will be able to critically think, analyze and evaluate all types of information available in today’s global society.

Educational Experiences:
Individual Courses: Students will all take a core curriculum as outlined in the Graduate Academic Catalog. Additionally, students will select elective courses that meet with their professional goals. Many of the program’s courses are focused toward completing operational research with an industry partner and under the close supervision of a faculty member.

Thesis: Students who choose the thesis option will complete a professional thesis that complies with all UND School of Graduate Studies (SGS) and departmental requirements. The thesis should include original research, and should serve to expand the current base of knowledge or create new knowledge in the discipline. All students are required to defend their thesis, and should work closely with their thesis committee in completing the project.

Independent Study: Students choosing the independent study option shall work with their project advisor to complete substantial research and a professional project. Students are expected to work closely with their advisor and comply with all requirements outlined by the advisor or the department.

Comprehensive Exams: Comprehensive exams are required for all students completing the independent study option. Comps consist of questions designed to test the student’s knowledge of current events, research design, and technical issues, as well as their knowledge of their thesis/independent study projects.

Assessment Methods:
Course Evaluations: All courses will be evaluated through the completion of an online course evaluation form which will be made accessible to the students at the end of the semester. Data from these forms shall be distributed to the Graduate Director and the faculty member whose class is being evaluated. The current form used is the University – USAT form adapted for online use. (Appendix #1).

Comprehensive Examinations: Students who are pursuing the independent study option will undergo comprehensive examinations pursuant to the graduate faculty’s current policies. The exams shall consist of representative questions from the student’s coursework. The student will complete four questions. Each question will be graded by appropriate faculty members who shall issue a grade of Pass, Low Pass, or Fail. A “failing” score on any question or two “low pass” scores will result in the student being required to re-write the particular question(s) involved. Two “failing” scores or three “low pass” scores will result in failure of the comprehensive exam and the student will be required to re-take the entire exam. Successful completion of the comprehensive examination will demonstrate that the student has developed satisfactory knowledge to demonstrate competence at the graduate level. Faculty members that teach a specific course will grade the question pertaining to that material. All grades will be turned into the faculty member administering the comprehensive exams (which is not the Graduate Director) for dissemination through the student’s advisor.

Thesis Defense Presentations/Independent Study Projects: Each thesis committee member or independent study advisor will provide feedback to the Graduate Director regarding the quality of the thesis defense or independent study project by completing the Thesis/Independent Study Student Learning Assessment Form which is attached as Appendix #2.

Field Study/Internship Evaluation: The student’s supervisor will be asked to provide feedback as to the student’s ability to meet the program’s goals and objectives. See form Appendix #3
**Qualitative Program Feedback:**

**Focus Groups:** In the Spring semester of each year, a group of students will be selected to participate in a focus group lunch coordinated through the Capstone course (Avit 595) semester end presentations. This is an informal visit with graduating students designed to ascertain the program’s success in meeting its goals.

**Feedback from industry partners:** All faculty members interacting with our industry partners shall actively solicit input and feedback regarding how our students are performing in the field. Industry partners will be asked to complete an evaluation form of all students participating in internships with their organization.

**Timeline:**
Assessment is an ongoing and continual process. A cumulative, five-year report shall be completed detailing the program’s assessment efforts and results. This report shall be submitted to the department’s chair.

**Responsibility:**
All faculty members are responsible for conducting general assessment related activities and reporting their findings to the Graduate Director. The Graduate Director is responsible for compiling the data and submitting it to the department’s chair.

________________________________________
Updated 08/21/2015
Appendix 1: Course Evaluations by Students

Information Request
What year of college (Graduate)
Reason for taking course
Grade Expected

Student Involvement
1. I participated when appropriate
2. I asked <the instructor> for feedback when needed.
3. I completed all my homework and reading assignments to prepare for class.
4. I attended all class sessions and related, required meetings, unless excused.

Course Organization
5. <The course> content, materials, and presentations were well organized.
6. The simulations and labs used in <this course> were well organized.
7. <The course> materials (study guides, website resources, textbook and other materials) were helpful and added to the learning experience.
8. <The instructor> made good use of the course materials.
9. The readings, assignments, and class activities contributed to my learning.
10. <The instructor> connected activities, assignments, and exams to the course objectives.
11. The exams were designed to assess my knowledge in this course.
12. <The course> was designed to relate course content to real world situations, when appropriate.
13. <The instructor> effectively organized the use of technology, when appropriate.
14. The syllabus was well organized and provided clear and accurate information about the course.

Delivery and Communication Skills
15. <The instructor> communicated ideas and information clearly and effectively.
16. <The instructor> was able to use real world situations in their discussions.
17. <The instructor> found ways to keep students interested and engaged.
18. <The instructor> treated students and their ideas and opinions with respect.
19. <The instructor> effectively used technology in the presentation of the course.
20. <The instructor> effectively managed the class time available.
21. Overall, <The instructor> was effective in promoting learning in this course.

Management
22. <The instructor> provided clear and helpful feedback that was returned within a reasonable time.
23. <The instructor> explained the grading criteria clearly.
24. <The instructor> applied the grading criteria fairly.
25. The class website provided accurate and useful information.
26. <The instructor> was available during office hours.

Summary and Assessment
27. Overall, I put forth a full effort for this course.
28. Overall, <this course> has been a worthwhile experience to my University experience.
29. The work assigned in <course> improved my oral and/or written communication skills.
30. <The course> challenged me to think creatively and/or critically.
31. <The course> assisted me in understanding how to make informed decisions.
32. <This course> helped me appreciate how conclusions are reached in the natural sciences, social sciences or arts and humanities.
33. <The course> helped me recognize or conceptualize connections between my ideas, events, or knowledge areas.
34. <This course> improved my familiarity with cultures other than my own.

Open ended questions
35. How did <this course> promote your learning? What specifically was helpful?
36. What specific, practical changes can you recommend that might improve the learning in this course? (Please comment on areas you rated as neutral to strongly disagree on above statements.)
37. If another student asked your opinion regarding <this course> from <this instructor>, what would you recommend and why?
Appendix 2: Independent Study/Thesis Evaluation

University of North Dakota
M.S. Aviation Program

Thesis/Independent Study Student Learning Assessment Form

Date/Term_____________________

Faculty Member_____________________

Student_____________________

Please check the appropriate level of understanding for each student addressing each one of the objectives and corresponding goals in the aviation masters program. Please return the form to the Graduate Program Director.

**Goal 1: Develop aviation professionals using their technical and theoretical skills. Capable of solving problems within the aviation industry.**

1.1 Apply skills learned in Statistics and Research Methods to design a research question and conduct the appropriate research to address the problem.

1.2 Apply the appropriate theories learned in coursework to address the problem.

1.3 Synthesize information gathered and use analytical skills to develop solutions to the problem presented.

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**Goal 2: Develop a student’s higher-order thinking abilities and instill a quest for life-long learning.**

2.1 Analyze the student’s desire and ability to increase knowledge and analyze information with a high level of skill.

2.2 Assess a continual drive to develop and update an individual’s skill set.

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Goal 3: Develop a scholarly set of skills that will allow the student to function in an advanced professional manner.

3.1 Able to write at a graduate academic level
3.2 Effectively present their ideas using a variety of media
3.3 Critically think, analyze and evaluate all types of information in today’s global society

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Faculty Comments:

For office use only:

Date Received_______________________ Graduate Director________________
Appendix 3: Field Study/Internship Evaluation

University of North Dakota
M.S. Aviation Program
Field Study/Internship Student Learning Assessment Form

Date/Term____________________

Student: ______________________

Evaluator/Company____________________

Please check the appropriate level of understanding for each student addressing each one of the objectives and corresponding goals in the aviation masters program. Please return the form to the Graduate Program Director, Kim Kenville  kimk@aero.und.edu

Goal 1: Develop aviation professionals using their technical and theoretical skills. Capable of solving problems within the aviation industry.

1.4 Apply skills learned in Statistics and Research Methods to design a research question and conduct the appropriate research to address the problem.
1.5 Apply the appropriate theories learned in coursework to address the problem
1.6 Synthesize information gathered and use analytical skills to develop solutions to the problem presented.

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Goal 2: Develop a student’s higher-order thinking abilities and instill a quest for life-long learning.

2.1 Analyze the student’s desire and ability to increase knowledge and analyze information with a high level of skill
2.2 Assess a continual drive to develop and update an individual’s skill set

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3.1 Able to write at a graduate academic level
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3.3 Critically think, analyze and evaluate all types of information in today’s global society

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Faculty Comments:

For office use only:

Date Received_______________________  Graduate Director___________________
Aviation Department
Graduate Program
Assessment Plan

Aviation Graduate Program Mission Statement:
The mission of the Aviation Department graduate program is to provide quality educational experiences to students that promote critical thinking and foster an intellectual environment conducive to exemplary research, scholarship and creativity among graduate students and faculty in an effort to provide problem-solving professionals to aviation industry employers.

Goals and Objectives:
Goal 1: Develop aviation professionals who use their technical and theoretical skills to solve problems within the aviation industry.
Objective 1.1: Students will apply skills learned in statistics and research methods courses to design a research question and conduct the appropriate research in order to address a problem.
Objective 1.2: Students will apply the appropriate theories learned in their coursework to a research problem.
Objective 1.3: Students will synthesize gathered information and use their analytical skills to develop possible solutions to a particular problem.

Goal 2: Develop a student’s higher-order thinking abilities and instill a quest for life-long learning.
Objective 2.1: Students will complete either a thesis or an independent study project which will demonstrate their desire and ability to increase knowledge and analyze information with a high-level of skill.
Objective 2.2: Students will realize that being a professional requires a continual drive to develop and update an individual’s skill-set.

Goal 3: Develop a scholarly set of skills that will allow the student to function in a professional manner.
Objective 3.1: Students will be able to write at an advanced level.
Objective 3.2: Students will be able to effectively present their ideas using a variety of media.
Objective 3.3: Students will be able to critically think, analyze and evaluate all types of information available in today’s global society.

Educational Experiences:
Individual Courses: Students will all take a core curriculum as outlined in the Graduate Academic Catalog. Additionally, students will select elective courses that meet with their professional goals. Many of the program’s courses are focused toward completing
operational research with an industry partner and under the close supervision of a faculty member.

**Thesis:** Students who choose the thesis option will complete a professional thesis that complies with all Graduate School and departmental requirements. The thesis should include original research, and should serve to expand the current base of knowledge or create new knowledge in the discipline. All students are required to defend their thesis, and should work closely with their thesis committee in completing the project.

**Independent Study:** Students choosing the independent study option shall work with their project advisor to complete substantial research and a professional project. Students are expected to work closely with their advisor and comply with all requirements outlined by the advisor or the department.

**Comprehensive Exams:** Comprehensive exams are required for all students completing the independent study option. Comps consist of questions designed to test the student’s knowledge of current events, research design, and technical issues, as well as their knowledge of their thesis/independent study projects.

**Assessment Methods:**

**Course Evaluations:** All courses will be evaluated through the completion of an online course evaluation form which will be made accessible to the students at the end of the semester. Data from these forms shall be distributed to the Graduate Director and the faculty member whose class is being evaluated. A sample of the online course evaluation form is attached as Appendix 1.

**Comprehensive Examinations:** Students who are pursuing the independent study option will undergo comprehensive examinations pursuant to the graduate faculty’s current policies. The exams shall consist of representative questions from the student’s coursework. The student will complete four questions. Each question will be graded by appropriate faculty members who shall issue a grade of Pass, Low Pass, or Fail. A “failing” score on any question or two “low pass” scores will result in the student being required to re-write the particular question(s) involved. Two “failing” scores or three “low pass” scores will result in failure of the comprehensive exam and the student will be required to re-take the entire exam. Successful completion of the comprehensive examination will demonstrate that the student has developed satisfactory knowledge to demonstrate competence at the graduate level. The faculty member grading each question shall complete and submit to the Graduate Director the Comprehensive Examination Student Learning Assessment Form which is attached as Appendix 2.

**Thesis Defense Presentations/Independent Study Projects:** Each thesis committee member or independent study advisor will provide feedback to the Graduate Director regarding the quality of the thesis defense or independent study project by completing the
Qualitative Program Feedback:
**Focus Groups:** In the Spring semester of each year, a group of students will be selected to participate in a focus group lunch in order to ascertain the program’s success in meeting its goals.

**Feedback from industry partners:** All faculty members interacting with our industry partners shall actively solicit input and feedback regarding how our students are performing in the field. Industry partners will be asked to complete an evaluation form of all students participating in internships with their organization. Additionally, students participating in internship programs will be evaluated by their supervising faculty member and their respective industry supervisors at the middle and end of the semester. The supervising faculty member will also conduct a site visit to observe the student at work and review the student’s progress with the student and industry officials. The supervising faculty member will provide feedback to the Graduate Director by completing the Internship Student Learning Assessment Form which is attached as Appendix 4.

Timeline:
Assessment is an ongoing and continual process. A yearly report shall be completed detailing the program’s assessment efforts and results. This report shall be submitted to the department’s assistant chair for assessment in time for inclusion in the department’s annual report.

Responsibility:
All faculty members are responsible for conducting assessment related activities and reporting their findings to the Graduate Director. The Graduate Director is responsible for compiling the data and submitting it to the department’s assistant chair for assessment.

Updated 12/10/2006
Appendix 1: Course Evaluations by Students

Information Request
What year of college (Graduate)
Reason for taking course
Grade Expected

Student Involvement
1. I participated when appropriate
2. I asked <the instructor> for feedback when needed.
3. I completed all my homework and reading assignments to prepare for class.
4. I attended all class sessions and related, required meetings, unless excused.

Course Organization
5. <The course> content, materials, and presentations were well organized.
6. The simulations and labs used in <this course> were well organized.
7. <The course> materials (study guides, website resources, textbook and other materials) were helpful and added to the learning experience.
8. <The instructor> made good use of the course materials.
9. The readings, assignments, and class activities contributed to my learning.
10. <The instructor> connected activities, assignments, and exams to the course objectives.
11. The exams were designed to assess my knowledge in this course.
12. <The course> was designed to relate course content to real world situations, when appropriate.
13. <The instructor> effectively organized the use of technology, when appropriate.
14. The syllabus was well organized and provided clear and accurate information about the course.

Delivery and Communication Skills
15. <The instructor> communicated ideas and information clearly and effectively.
16. <The instructor> was able to use real world situations in their discussions.
17. <The instructor> found ways to keep students interested and engaged.
18. <The instructor> treated students and their ideas and opinions with respect.
19. <The instructor> effectively used technology in the presentation of the course.
20. <The instructor> effectively managed the class time available.
21. Overall, <The instructor> was effective in promoting learning in this course.

Management
22. <The instructor> provided clear and helpful feedback that was returned within a reasonable time.
23. <The instructor> explained the grading criteria clearly.
24. <The instructor> applied the grading criteria fairly.
25. The class website provided accurate and useful information.
26. <The instructor> was available during office hours.

Summary and Assessment

27. Overall, I put forth a full effort for this course.
28. Overall, <this course> has been a worthwhile experience to my University experience.
29. The work assigned in <course> improved my oral and/or written communication skills.
30. <The course> challenged me to think creatively and/or critically.
31. <The course> assisted me in understanding how to make informed decisions.
32. <This course> helped me appreciate how conclusions are reached in the natural sciences, social sciences or arts and humanities.
33. <The course> helped me recognize or conceptualize connections between my ideas, events, or knowledge areas.
34. <This course> improved my familiarity with cultures other than my own.

Open ended questions

35. How did <this course> promote your learning? What specifically was helpful?

36. What specific, practical changes can you recommend that might improve the learning in this course? (Please comment on areas you rated as neutral to strongly disagree on above statements.)

37. If another student asked your opinion regarding <this course> from <this instructor>, what would you recommend and why?
Appendix 2: Comprehensive Exam Evaluation

University of North Dakota
M.S. Aviation Program

Comprehensive Examination Student Learning Assessment Form

Date/Term____________________

Faculty Member_________________

Please check the appropriate level of understanding for each student addressing each one of the objectives and corresponding goals in the aviation masters program. Please return the form to the Graduate Program Director.

Goal 1: Develop aviation professionals using their technical and theoretical skills. Capable of solving problems within the aviation industry.

1.2 Apply the appropriate theories learned in coursework to address the problem
1.3 Synthesize information gathered and use analytical skills to develop solutions to the problem presented.

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Goal 2: Develop a student’s higher-order thinking abilities and instill a quest for life-long learning.

2.1 Analyze the student’s desire and ability to increase knowledge and analyze information with a high level of skill
2.2 Assess a continual drive to develop and update an individual’s skill set

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Goal 3: Develop a scholarly set of skills that will allow the student to function in an advanced professional manner.

3.1 Able to write at a graduate academic level
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3.3 Critically think, analyze and evaluate all types of information in today’s global society

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Faculty Comments:

________________________________________________________________________

For office use only:

Date Received_______________________  Graduate Director_______________
Appendix 3: Independent Study/Thesis Evaluation

University of North Dakota
M.S. Aviation Program

Thesis/Independent Study Student Learning Assessment Form

Date/Term____________________
Faculty Member_________________

Please check the appropriate level of understanding for each student addressing each one of the objectives and corresponding goals in the aviation masters program. Please return the form to the Graduate Program Director.

Goal 1: Develop aviation professionals using their technical and theoretical skills. Capable of solving problems within the aviation industry.

1.1 Apply skills learned in Statistics and Research Methods to design a research question and conduct the appropriate research to address the problem.
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Goal 2: Develop a student’s higher-order thinking abilities and instill a quest for life-long learning.

2.1 Analyze the student’s desire and ability to increase knowledge and analyze information with a high level of skill
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Goal 3: Develop a scholarly set of skills that will allow the student to function in an advanced professional manner.

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Faculty Comments:

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For office use only:

Date Received_______________________  Graduate Director_______________
Appendix 4: Field Study/Internship Evaluation

University of North Dakota
M.S. Aviation Program

Field Study/Internship Student Learning Assessment Form

Date/Term____________________
Faculty Member_________________

Please check the appropriate level of understanding for each student addressing each one of the objectives and corresponding goals in the aviation masters program. Please return the form to the Graduate Program Director.

Goal 1: Develop aviation professionals using their technical and theoretical skills. Capable of solving problems within the aviation industry.

1.4 Apply skills learned in Statistics and Research Methods to design a research question and conduct the appropriate research to address the problem.
1.5 Apply the appropriate theories learned in coursework to address the problem
1.6 Synthesize information gathered and use analytical skills to develop solutions to the problem presented.

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Goal 2: Develop a student’s higher-order thinking abilities and instill a quest for life-long learning.

2.1 Analyze the student’s desire and ability to increase knowledge and analyze information with a high level of skill
2.2 Assess a continual drive to develop and update an individual’s skill set

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Goal 3: Develop a scholarly set of skills that will allow the student to function in an advanced professional manner.

3.1 Able to write at a graduate academic level
3.2 Effectively present their ideas using a variety of media
3.3 Critically think, analyze and evaluate all types of information in today’s global society

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