

Unit Missions

🇺🇸 ACISF Mission Statement

Mission statement

To prepare students for the marketplace by providing challenging educational opportunities.

🇺🇸 Acc, CIS, & Fin Mission Statement

Mission statement

To prepare students for the marketplace by providing challenging educational opportunities.

🇺🇸 CEBT Mission Statement

Mission statement

The Office of Entrepreneurship in Business Technology's mission is to assist entrepreneurs, small business owners/managers, educators, students, and people in the Mississippi Delta, seeking to start their own business in gathering information to reach their goals. Counseling, workshops, and training are offered to help business owners in the Mississippi Delta in expanding their professional networks and understanding the local environment for small businesses. Primarily, the Office offers assistance to entrepreneurs, small business owners/managers, educators, and students in the Northern Delta Counties in efforts to advance community and economic development in the Delta region.

🇺🇸 COB Mission Statement

Mission statement

The mission of the College of Business is to prepare students for the marketplace by providing challenging educational opportunities.

🇺🇸 MMBA Mission Statement

Mission statement

The mission of the Division of Management, Marketing and Business Administration is to provide students degree programs which afford a broad range of career opportunities for individuals who desire to specialize in Management, Marketing, Hospitality Services Management, or General Business. In addition to a well-balanced background in general education, the curriculum includes core courses in accounting, economics, data processing, finance, and communication in order to establish a strong common body of knowledge in business administration.

Mission Statement

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The Mission of the Department of Commercial Aviation is to prepare students for a variety of opportunities in the aviation industry, including with the airlines, aircraft manufacturing, airport management, air traffic control, and military aviation. Graduates of the undergraduate and graduate programs in the Department will serve as members of flight crews, air traffic control specialists, and executives with supervisory and managerial responsibilities at all levels. The education in Aviation will be enhanced by the adherence to the University mission to educate the whole student with regard to diversity, service, and civic engagement.

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Learning Outcomes

BBA-ACC 01: LO Financial Accounting

Start: 7/1/2014

End: 6/30/2015

Providing Department: Accountancy, Computer Information Systems and Finance

Learning Outcome

Accounting majors will demonstrate the ability to prepare a Balance Sheet, an Income Statement, and a Cash Flow Statement, the foundational financial statements used in business, in accordance with United States Generally Accepted Accounting Principles (USGAAP)

Data Collection (Evidence)

Evaluation of these financial statements in ACC 305 Accounting Systems.

Results of Evaluation

67% prepared acceptable financial statements.

Use of Evaluation Results

The faculty consider other courses in which financial statement preparation and analysis may be incorporated.

Related Items

 **GE 03: Quantitative Skills**

BBA-ACC 02: LO Auditing

Start: 7/1/2014

End: 6/30/2015

Providing Department: Accountancy, Computer Information Systems and Finance

Learning Outcome

Three-fourths of Accounting majors will demonstrate the ability to perform an audit in accordance with United States Generally Accepted Audit Standards

Data Collection (Evidence)

Evaluation of students' audit reports

Results of Evaluation

89% of our majors submitted acceptable audit reports.

Use of Evaluation Results

The faculty contemplate teaching methodology and additional resources to strengthen learning because auditing is a critical accounting function.

Related Items

 **GE 03: Quantitative Skills**

Delta State University FY2015 Unit Level Report

Department: College of Business

BBA-ACC 03: LO Taxation

Start: 7/1/2014

End: 6/30/2015

Providing Department: Accountancy, Computer Information Systems and Finance

Learning Outcome

Accounting majors will demonstrate the ability to prepare a Federal Income Tax Return.

Data Collection (Evidence)

Students were required to prepare income tax returns using supplied data.

Results of Evaluation

81% of students demonstrated the ability to prepare a federal income tax return.

Use of Evaluation Results

The faculty consider additional teaching and learning aids to assist learning.

Related Items

 **GE 03: Quantitative Skills**

BBA-ACC 04: LO Management or Cost Accounting

Start: 7/1/2014

End: 6/30/2015

Providing Department: Accountancy, Computer Information Systems and Finance

Learning Outcome

Accounting majors will demonstrate the ability to account for project costing

Data Collection (Evidence)

Evaluation of students' budgets for project costing

Results of Evaluation

83% demonstrated the ability to account for project costing.

Use of Evaluation Results

The faculty teach various types of jobs to illustrate project costing.

Related Items

 **GE 03: Quantitative Skills**

☰ BBA-ACC 05: LO Governmental or Not-For-Profit Accounting

Start: 7/1/2014

End: 6/30/2015

Providing Department: Accountancy, Computer Information Systems and Finance

Learning Outcome

Two-thirds of Accounting majors will demonstrate the ability to perform transactional accounting in order to determine that governmental funds were used appropriately

Data Collection (Evidence)

Evaluation of students' general accounting journal entries involving governmental funds on projects prepared in Accounting.

Results of Evaluation

72% demonstrated the ability to perform transactional accounting in order to determine that governmental funds were used appropriately.

Use of Evaluation Results

U.S. Generally Accepted Accounting Principles (USGAAP) are regularly reviewed to insure accurate instruction regarding the accounting of this type of funds.

☰ BBA-CIS 03: LO Information system design

Start: 7/1/2014

End: 6/30/2015

Providing Department: Accountancy, Computer Information Systems and Finance

Learning Outcome

Computer Information Systems majors will demonstrate the ability to analyze, design and implement an information system to meet desired needs

Data Collection (Evidence)

Evaluation of the analysis performed and the solutions recommended to particular information system problems; Evaluation of a team project for the design & implementation of a complete information system

Results of Evaluation

70% of CIS students were able to analyze, design and implement an information system to meet desired needs.

Use of Evaluation Results

Faculty are constantly analyzing the information system needs of businesses and adjusting problems and projects to reflect this rapidly changing environment.

Related Items



GE 01: Critical and Creative Thinking



GE 04: Inquiry and Technology

 BBA-CIS 04: LO Information system security

Start: 7/1/2014

End: 6/30/2015

Providing Department: Accountancy, Computer Information Systems and Finance

Learning Outcome

Computer Information Systems majors will demonstrate the ability to maintain computer information system security

Data Collection (Evidence)

Evaluation of the security design of an information system

Results of Evaluation

67% of CIS students were capable because the system did not get hacked.

Use of Evaluation Results

Faculty are constantly analyzing the security needs of information system needs and adjusting problems and projects to reflect this rapidly changing environment.

Related Items



GE 04: Inquiry and Technology

 BBA-FIN 01: LO Principles of financial management

Start: 7/1/2014

End: 6/30/2015

Providing Department: Accountancy, Computer Information Systems and Finance

Learning Outcome

Finance majors will be able to measure or formulate the time value of money, capital budgeting, risk and return, and working capital management

Data Collection (Evidence)

Evaluation of students' tests scores and case studies on the time value of money, capital budgeting, risk and return, and working capital management

Results of Evaluation

70% were able to measure or formulate the time value of money, capital budgeting, risk and return, and working capital management.

Use of Evaluation Results

The Faculty analyze different business scenarios and case studies to teach these concepts.

Related Items



GE 02: Communication

Delta State University FY2015 Unit Level Report

Department: College of Business

BBA-FIN 02: LO Principles of investing

Start: 7/1/2014

End: 6/30/2015

Providing Department: Accountancy, Computer Information Systems and Finance

Learning Outcome

Finance majors will be able to evaluate investments (stocks and bonds)

Data Collection (Evidence)

Evaluation of students' investment programs

Results of Evaluation

75% were able to evaluate investments.

Use of Evaluation Results

The Faculty consider different stocks and bonds for student analysis.

BBA-GEN 01: Business Concepts

Start: 7/1/2014

End: 6/30/2015

Providing Department: Management, Marketing and Business Administration

Learning Outcome

General Business majors will understand the concepts in the major areas of business

Data Collection (Evidence)

80% of general business majors will earn a grade of B or better on their project in MGT 499

Results of Evaluation

100% of the General Business majors earned a B or better in projects that indicated they understood the concepts in the major areas of business.

Use of Evaluation Results

The data are used to determine whether students actually understand the major areas of business. Also, data are used so that students can take theoretical concepts and apply them to real life situations.

Delta State University FY2015 Unit Level Report

Department: College of Business

BBA-GEN 02: Business Plan

Start: 7/1/2014

End: 6/30/2015

Providing Department: Management, Marketing and Business Administration

Learning Outcome

General Business majors will understand the components of a business plan.

Data Collection (Evidence)

80% of general business majors will earn a grade of B or better on their business plan in MGT/MKT 370.

Results of Evaluation

80% of the General Business majors taking MGT/MKT 370 earned a B or better in their business plan project, indicating they understood the components of a business plan.

Use of Evaluation Results

The data are used to determine whether students actually understand the components of a business plan. Also, data are used so that students can take theoretical concepts and apply them to real life situations.

BBA-GEN 03: Decision Making

Start: 7/1/2014

End: 6/30/2015

Providing Department: Management, Marketing and Business Administration

Learning Outcome

General Business majors will be proficient in decision making/problem solving techniques

Data Collection (Evidence)

At least 80% of General Business majors will earn a grade of B or better on their project in MGT 499

Results of Evaluation

100% of the General Business majors taking MGT 499 earned a B or better in projects that indicated they understood the concepts of problem solving/decision techniques.

Use of Evaluation Results

The data are used to determine whether students actually understand the concepts of problem solving/decision techniques. Also, data are used so that students can take theoretical concepts and apply them to real life situations.

BBA-IRR 01: LO Loss exposure & risk management techniques

Start: 7/1/2014

End: 6/30/2015

Providing Department: Accountancy, Computer Information Systems and Finance

Learning Outcome

Insurance majors will be able to evaluate and compare loss exposures & risk management techniques

Data Collection (Evidence)

Demonstration of identification and analysis of loss exposures and selection of appropriate risk management alternatives or techniques through case studies

Results of Evaluation

Due to the discontinuation of this Program, this Learning Outcome could not be measured.

Use of Evaluation Results

Due to the discontinuation of this Program, this Learning Outcome could not be measured.

BBA-IRR-FP 01: LO Estate Planning

Start: 7/1/2014

End: 6/30/2015

Providing Department: Accountancy, Computer Information Systems and Finance

Learning Outcome

Insurance majors will be able to prepare an estate plan

Data Collection (Evidence)

Demonstration of tax & estate planning through students' preparation of comprehensive tax and estate plans

Results of Evaluation

Due to the discontinuation of this Program, this Learning Outcome could not be measured.

Use of Evaluation Results

Due to the discontinuation of this Program, this Learning Outcome could not be measured.

BBA-IRR-RE 01: LO Real estate valuation/ appraisal

Start: 7/1/2014

End: 6/30/2015

Providing Department: Accountancy, Computer Information Systems and Finance

Learning Outcome

Real Estate majors will be able to estimate the value of real estate

Data Collection (Evidence)

Demonstrate the methods of valuations of homes and commercial real estate through appraisal case studies

Results of Evaluation

Due to the discontinuation of this Program, this Learning Outcome could not be measured.

Use of Evaluation Results

Due to the discontinuation of this Program, this Learning Outcome could not be measured.

BBA-MGT 01: Management Functions

Start: 7/1/2014

End: 6/30/2015

Providing Department: Management, Marketing and Business Administration

Learning Outcome

Management majors will understand the functions of management: Planning, organizing, controlling, and leading

Data Collection (Evidence)

At least 80% of Management majors will earn a grade of B or better on their project in MGT 484 or MGT 465

Results of Evaluation

93% of the Management majors taking MGT 465 and/or MGT 484 will earned a B or better in projects that indicated they understood the functions of management: planning, organizing, controlling, and leading.

Use of Evaluation Results

The data are used to determine whether students actually understand the main functions of management. Also, data are used so that students can take theoretical concepts and apply them to real life situations.

Delta State University FY2015 Unit Level Report

Department: College of Business

BBA-MGT 02: Leadership

Start: 7/1/2014

End: 6/30/2015

Providing Department: Management, Marketing and Business Administration

Learning Outcome

Management majors will be knowledgeable of leadership styles

Data Collection (Evidence)

At least 80% of management majors will earn a grade of B or better on their project in MGT 305 or MGT 410

Results of Evaluation

81% of the Management majors taking MGT 305 or MGT 410 earned a B or better in projects that indicated they are knowledgeable of leadership styles.

Use of Evaluation Results

The data are used to determine whether students actually are knowledgeable of leadership styles. Also, data are used so that students can take theoretical concepts and apply them to real life situations.

BBA-MGT 03: Critical Thinking

Start: 7/1/2014

End: 6/30/2015

Providing Department: Management, Marketing and Business Administration

Learning Outcome

Management majors will be proficient in critical/creative thinking skills

Data Collection (Evidence)

At least 80% of Management majors will earn a grade of B or better on their project in MGT 499

Results of Evaluation

100% of the Management majors taking MGT 499 earned a B or better in projects that indicated they are proficient in critical/creative thinking skills.

Use of Evaluation Results

The data are used to determine whether students are proficient in critical/creative thinking skills. Also, data are used so that students can take theoretical concepts and apply them to real life situations.

BBA-MKT 01: Professional Selling Techniques

Start: 7/1/2014

End: 6/30/2015

Providing Department: Management, Marketing and Business Administration

Learning Outcome

Marketing majors will be proficient in professional selling techniques

Data Collection (Evidence)

At least 80% of Marketing majors will earn a grade of B or better on their sales presentations in MKT 321

Results of Evaluation

82% of the Marketing majors taking MKT 321 earned a B or better in projects that indicated they are proficient in professional selling techniques.

Use of Evaluation Results

The data are used to revise the project and associated assignments to create checkpoints every three weeks to keep students focused and on task. Also, data are used so that students can take theoretical concepts and apply them to real life situations.

BBA-MKT 02: Quantitative Research Skills

Start: 7/1/2014

End: 6/30/2015

Providing Department: Management, Marketing and Business Administration

Learning Outcome

Marketing majors will be knowledgeable in quantitative research skills

Data Collection (Evidence)

At least 80% of Marketing majors will earn an average grade of B or better on their quantitative homework assignments in MKT 488 or MGT 488

Results of Evaluation

100% of the Marketing majors taking MKT 488 earned a B or better in projects that indicated they are proficient in quantitative research skills.

Use of Evaluation Results

The results indicate that students are able to run correlations, interpret them correctly, and perform either a t-test or build a multiple regression model and explain it. The results indicate that it may be prudent to either introduce students to some more advanced statistical means of data analysis or ask students to work with a local business to solve a research problem for that business using the statistical techniques for which they are familiar.

≡ BBA-MKT 03: Marketing Plan

Start: 7/1/2014

End: 6/30/2015

Providing Department: Management, Marketing and Business Administration

Learning Outcome

Marketing majors will understand the components of a marketing plan

Data Collection (Evidence)

80% of marketing majors will earn a grade of B or better on their marketing plan in MKT 499

Results of Evaluation

100% of the Marketing majors taking MKT 499 earned a B or better in projects that indicated they understand the components of a marketing plan.

Use of Evaluation Results

Since 100% of the students seem to indicate that they understand the components of a marketing plan correctly, future students should also work with a local business to develop a marketing plan for that business. This would indicate that students know how to apply what they have learned and understand.

≡ BBA-MMBA 01: Teamwork

Start: 7/1/2014

End: 6/30/2015

Providing Department: Management, Marketing and Business Administration

Learning Outcome

General Business, Management, Marketing, and MBA/iMBA majors will demonstrate ability to work as a team member

Data Collection (Evidence)

80% of general business, management, marketing, and MBA/iMBA majors will earn an average grade of B or better on their group evaluations in MGT 499 or MGT 695

Results of Evaluation

90% of the general business, management, marketing, and MBA/iMBA majors earned an average grade of B or better on their group evaluations in MGT 499 or MGT 695 demonstrating the ability to work as a team member.

Use of Evaluation Results

The data indicates that students actually understand the theoretical concept of teamwork and actually participate as a team member at a level that is acceptable to other team members.

BCA-AM-01: Federal Aviation Regulations

Start: 7/1/2014

End: 6/30/2015

Providing Department: Commercial Aviation

Learning Outcome

Aviation Management majors will have a thorough and comprehensive understanding of Federal aviation regulations.

Data Collection (Evidence)

1. CAV 371 Aviation Law -Final Exam; CAV 380 Air Transportation – Class Project; CAV 382 Airport Management – Class Project
2. Exam will be graded and kept on file; Projects will be presented to a project board for evaluation and grading
3. Exam scores will be compared to anticipated outcomes to verify whether
 - [!\[\]\(e40bb48ad1470e3a14017c64c5673877_img.jpg\) CAV 371 Aviation Law Learning Outcomes Fall 2013 completed](#)
 - [!\[\]\(de28875f44a359ca6d30bbb1d9f6cdbd_img.jpg\) CAV 381 Air Traffic Control Assessment Form Spring 2014 completed](#)

BCA-AM-02: Aerospace Industry

Start: 7/1/2014

End: 6/30/2015

Providing Department: Commercial Aviation

Learning Outcome

Aviation Management majors will demonstrate a broad understanding of the aerospace industry.

Data Collection (Evidence)

1. CAV 380 Air Transportation – Class Project; CAV 372 Aviation Safety - Final Exam; CAV 382 Airport Management – Class Project; CAV 381 Air Traffic - Final Exam
2. Exam will be graded and kept on file; Projects will be presented to a project board for evaluation and grading
3. Exam scores will be compared to anticipated outcomes to verify whether targets were met; Project scores will be compared to anticipated outcomes to determine whether goals were achieved

Delta State University FY2015 Unit Level Report

Department: College of Business

BCA-AM-03: Skill & techniques & procedures for airport operations

Start: 7/1/2014

End: 6/30/2015





Providing Department: Commercial Aviation

Learning Outcome

Aviation Management majors will demonstrate knowledge of the skills, techniques, and procedures for maintaining airports, airlines, government, non-governmental, and general aviation.

Data Collection (Evidence)

1. CAV 380 Air Transportation - Class Project; CAV 372 Aviation Safety - Final Exam; CAV 382 Airport Planning - Class Project; CAV 381 Air Traffic - Final Exam
2. Exam will be graded and kept on file; Projects will be presented to a project board for evaluation and grading
3. Exam scores will be compared to anticipated outcomes to verify whether targets were met; Project scores will be compared to anticipated outcomes to determine whether goals were achieved

-  [CAV 372 Aviation Safety Learning Outcomes Fall 2012](#)
-  [CAV 380 Air Transportation Assessment Form Spring 2013](#)
-  [CAV 381 Air Traffic Control Assessment Form Spring 2013](#)
-  [CAV 382 Airport Management Learning Outcomes Spring 2013](#)

BCA-FO-01: Commercial Pilot Skills

Start: 7/1/2014

End: 6/30/2015

Providing Department: Commercial Aviation

Learning Outcome

Flight Operations majors will possess the knowledge and skills necessary to fly an airplane at the commercial pilot skill level in both single and multi-engine airplanes under both VFR and IFR.

Data Collection (Evidence)

Stage checks, course exams, FAA written exams, and FAA practical exams.

2. pass/fail data will be collected from CAV 355 stage checks, CAV 352 written exams, FAA Commercial Pilot written exam, and the FAA Commercial Pilot practical exam
3. A percentage pass rate of 1st attempts will be determined on stage checks, course exams, FAA written exams, and FAA practical exams.

-  [CAV 352 Commercial GR Fall 2012](#)
 -  [CAV 352 Commercial Pilot GR Spring 2013](#)
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Delta State University FY2015 Unit Level Report

Department: College of Business

BCA-FO-02: Federal Aviation Regulations

Start: 7/1/2014

End: 6/30/2015

Providing Department: Commercial Aviation

Learning Outcome

Flight Operation majors will have a thorough and comprehensive understanding of Federal aviation regulations.

Data Collection (Evidence)

1. stage checks, course exams, FAA written exams, and FAA practical exams
2. CAV (law) written exams, CAV 352 written exams, CAV 360 written exams, CAV 355 and 360 stage checks, FAA Commercial and Flight instructor written exams
3. A percentage pass rate of 1st attempts will be determined

-  [CAV 352 Assessment Form Spring 2013](#)
-  [CAV 352 Commercial Pilot Grnd Course Learning Outcomes Fall 12](#)

BCA-FO-03: Communication Skills

Start: 7/1/2014

End: 6/30/2015

Providing Department: Commercial Aviation

Learning Outcome

Flight Operation majors will possess technical communications skills.

Data Collection (Evidence)

1. stage checks and FAA practical exams
 2. CAV 355 stage checks, CAV 360 stage checks, CAV 390 stage checks, FAA Commercial and CFI practical exams
 3. A percentage pass rate of 1st attempts will be determined on stage checks, course exams, FAA written exams, and FAA
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MBA-BA 01: Business Research Analysis

Start: 7/1/2014

End: 6/30/2015

Providing Department: Management, Marketing and Business Administration

Learning Outcome

MBA and iMBA majors will demonstrate the ability to perform professional research and analysis

Data Collection (Evidence)

80% of MBA and iMBA students will earn an average grade of B or better on their research and analysis homework assignments in CIS/FIN/MGT/MKT 601

Results of Evaluation

83% of the MBA and iMBA majors earned an average grade of B or better on their homework assignments, demonstrating the ability to perform professional research and analysis

Use of Evaluation Results

The data indicates that students are able to provide examples of the proper way to analyze articles and provide additional resources to acquire peer reviewed journal articles. Future homework assignments should provide students with an increased analysis process exposing them to more advanced research procedures.

MBA-BA 02: Integration of Business Function Areas

Start: 7/1/2014

End: 6/30/2015

Providing Department: Management, Marketing and Business Administration

Learning Outcome

MBA and iMBA majors will understand of the integration of the functional areas of business

Data Collection (Evidence)

At least 80% of all MBA and iMBA students will earn an average grade of B or better on their case study projects in MGT 695 (or XXX 695)

Results of Evaluation

84% of the MBA and iMBA majors earned an average grade of B or better on their analysis projects indicating they understand the integration of the functional areas of business.

Use of Evaluation Results

The data indicates that students understand the integration of the functional areas of business. Future projects should be expanded to allow students to work with a local business to increase student exposure to more advanced integration techniques within the functional areas of business.

Delta State University FY2015 Unit Level Report

Department: College of Business

MCA-01: US Laws & FAA

Start: 7/1/2014

End: 6/30/2015

Providing Department: Commercial Aviation

Learning Outcome

Distinguish between the different kinds of laws that the United States in aviation and the distinction between the different kinds essential to understanding the FAA enforcement process.

Data Collection (Evidence)

Final Exam for CAV 630

MCA-02: Safety in the design and operations of airports

Start: 7/1/2014

End: 6/30/2015

Providing Department: Commercial Aviation

Learning Outcome

Apply the various managerial concepts learned in class to solving real-world issues and problems encountered by safety in the design and operations of airports.

Data Collection (Evidence)

Assignments and embedded test questions in CAV 660

MCA-03: Air Cargo economics and marketing

Start: 7/1/2014

End: 6/30/2015

Providing Department: Commercial Aviation

Learning Outcome

Articulate the role of the fixed base operator in the aviation system.

Data Collection (Evidence)

Discussion board and Chapter Reviews in CAV 650

-  [Course Learning Outcomes for SACS CAV 650 F2012](#)
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Delta State University FY2015 Unit Level Report

Department: College of Business

MCA-04: Human Factors

Start: 7/1/2014

End: 6/30/2015

Providing Department: Commercial Aviation

Learning Outcome

Explain individual and group behavior and interaction in the aerospace industry.

Data Collection (Evidence)

Test questions in CAV 610

-  [CAV 610 Fall 2012](#)

MPAC 01: LO Auditing Standards

Start: 7/1/2014

End: 6/30/2015

Providing Department: Accountancy, Computer Information Systems and Finance

Learning Outcome

Three-fourths of Graduate Accounting students will demonstrate the ability to apply appropriate audit procedures

Data Collection (Evidence)

Evaluation of graduate students' audit practice

Results of Evaluation

78% demonstrated the ability to apply appropriate audit procedures.

Use of Evaluation Results

The graduate faculty consider other teaching methodology to keep students current with this essential accounting function.

MPAC 02: LO Tax Law

Start: 7/1/2014

End: 6/30/2015

Providing Department: Accountancy, Computer Information Systems and Finance

Learning Outcome

Three-fourths of Graduate Accounting students will compose accurate briefs of case law regarding tax situations

Data Collection (Evidence)

Evaluation of accounting graduate students' written case briefs

Results of Evaluation

Ninety-two percent of the briefs contained the proper opinion of the Court, properly identified the principles involved, and stated the effects of the decisions.

Use of Evaluation Results

New cases are reviewed each year.

Gen Ed Learning Outcomes

CIS_205_GE 04: Inquiry and Technology

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

Student will demonstrate skills required to search for and evaluate raw data and electronic information that illustrate an understanding of the nature and limits of computer technology.

1. Students will demonstrate proficiency in Microsoft Word 2010.
2. Students will demonstrate proficiency in Microsoft Excel 2010.
3. Students will demonstrate proficiency in Microsoft Access 2010.
4. Students will demonstrate proficiency in Microsoft PowerPoint 2010.

Data Collection

Student will answer questions on literacy exams related to the use of and limits to computer information systems.

1. Students enrolled in CIS 205 will master setting tab stops using Microsoft Word 2010. Mastery means students can set right, left, center, decimal, and vertical tab stops. Setting tab stops is an advanced feature of Microsoft Word.
2. Students enrolled in CIS 205 will master pie charts using Microsoft Excel 2010. Mastery means students can convert raw data to 2D and 3D pie charts. Creating pie charts requires advanced knowledge of entering data and applying formulas.
3. Students enrolled in CIS 205 will master creating forms using Microsoft Access 2010. Mastery means students can create simple forms, split forms, and columnar forms using the form wizard. Creating forms requires a higher level of skills of entering fields, records, tables, and queries.
4. Students enrolled in CIS 205 will master updating the Master slide using Microsoft PowerPoint 2010. Mastery means students can switch to the Master slide view and modify the template. Updating the Master slide requires a higher skill set of PowerPoint 2010.

Results of Evaluation

50% of students were able to perform correctly the functions stated above.

Use of Results

Faculty are constantly analyzing these basic essential computer skills and adjusting projects and exercises to enable students to gain these competencies.

Related Items



GE 05: Self

Delta State University FY2015 Unit Level Report

Department: College of Business

ECO_210_GE 08: Perspectives

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

Student will demonstrate knowledge of and appreciation for economic, social, and political elements which influence relations in the societies and nations in their contemporary dimensions.

Objective 1: Eighty percent (80%) of the students enrolled in ECO 210 will demonstrate the ability to use employment and national income statistics to analyze and describe the economy in quantitative terms.

Objective 2: Eighty percent (80%) of the students enrolled in ECO 210 will demonstrate the ability to use a simple economic model such as aggregate demand and aggregate supply to explain the interrelationships among prices, income, interest rates, and their impact on consumption, saving, and investment.

Objective 3: Eighty percent (80%) of the students enrolled in ECO 210 will demonstrate the ability to explain the role of the money, money in the U.S. economy and the Federal Reserve's organization.

Data Collection

Student will complete in-class and independent assignments and interactive assignments and quizzes via the Internet.

Objective 1: Eighty percent (80%) of the students enrolled in ECO 210 will answer correctly question 1 (Measuring employment, unemployment, and labor force participation) on Assignment 9 on Unemployment and question 4 (Measuring GDP) on Assignment 4 on Measuring a Nation's Income.

Objective 2: Eighty percent (80%) of the students enrolled in ECO 210 will answer correctly the economic fluctuations problem using the Aggregate Demand and Aggregate Supply Model in assignment 14 (Aggregate Demand and Aggregate Supply).

Objective 3: Eighty percent (80%) of the students enrolled in ECO 210 will answer correctly the questions 1, 4, and 5 on Assignment 11 (The Monetary System) on the Federal Reserve System.

Results of Evaluation

80% of students were able to demonstrate the above stated economic concepts.

Use of Results

National and international economic indicators are monitored by the faculty to determine which concepts are most relevant.

 **ECO_211_GE 08: Perspectives**

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

Student will demonstrate knowledge of and appreciation for economic, social, and political elements which influence relations in the societies and nations in their contemporary dimensions.

Objective 1: Eighty percent (80%) of the students enrolled in ECO 211 will demonstrate the ability determine price, equilibrium in the supply and demand problems and to explain factors that determine a change in demand and quantity and quantity demanded and changes in supply and quantity supplied.

Objective 2: Eighty percent (80%) of the students enrolled in ECO 211 will demonstrate the ability to explain and apply the concept of elasticity.

Objective 3: Eighty percent (80%) of the students enrolled in ECO 211 will demonstrate the ability to determine price and output are determined in various market structures (Monopoly, Perfect Competition, Monopolistic Competition).

Data Collection

Objective 1: Eighty percent (80%) of the students enrolled in ECO 211 will answer correctly questions 5 (Movements along versus shifts of demand and supply curves) and question 6 (Shifts in supply or demand) and question 7 (Shifts in demand or supply II on Assignment 3 (The Market Forces of Supply and Demand)).

Objective 2: Eighty percent (80%) of the students enrolled in ECO 211 will answer correctly question 3 (Calculating the price elasticity of demand), question 4 (Using the midpoint method) and question 7 (Elasticity and total revenue) on Assignment 4 (Elasticity and Its Application).

Objective 3: Eighty percent (80%) of the students enrolled in ECO 211 will answer correctly question 4 (Profit maximization in the cost-curve diagram) on Assignment 12 (Firms in Competitive Markets), will answer correctly question 4 (Profit maximization and loss minimization) on Assignment 13 (Monopoly) and will answer correctly question 2 (Profit maximization of a seller in a monopolistically competitive market) on Assignment 14 (Monopolistic Competition).

Results of Evaluation

80% of students demonstrated the ability to explain the above stated economic concepts.

Use of Results

The faculty continually evaluate the relevance of new micro economic concepts.

User Outcomes

CEBT 01: Assist public and private sector leaders and individual business owners make informed strategic decisions.

Start: 7/1/2014

End: 6/30/2015

User Outcome

Assist public and private sector leaders and individual business owners make informed strategic decisions for creating greater business opportunities, and making contributions to local economic development.

Services and information that will be provided include:

- Serve as the source of information for entrepreneurs, owners of existing small businesses, and economic development organizations.
- Offer workshops and training sessions that respond to the needs of entrepreneurs, small businesses, and supports regional economic development.

Data Collection (Evidence)

From internal records:

- Partnerships
- Conversations with Entrepreneurs lecture series
- Business counseling sessions
- Student counseling sessions
- Speaking engagements
- Workshops presented
- Workshops developed
- Unit publicity
- Web page developed
- Advisory board
- Faculty advisory council

An evaluation document was used to assess the effectiveness and satisfaction of workshops and training sessions offered by the unit. Results were used to make appropriate changes to improve services offered by the unit.

Workshops and training sessions currently are and will continue to be provided in a timely manner – normally within two weeks.

CEBT 02: Share knowledge of the economic and social aspects of business and entrepreneurship.

Start: 7/1/2014

End: 6/30/2015

User Outcome

Share knowledge of the economic and social aspects of business and entrepreneurship with Center stakeholders through research presentations, newsletter publications, seminars, and speaking engagements.

Services and information that will be provided include:

- Serve as the source of information for entrepreneurs, owners of existing small businesses, and economic development organizations.
- Offer workshops and training sessions that respond to the needs of entrepreneurs, small businesses, and supports regional economic development.

Data Collection (Evidence)

From internal records:

- Partnerships
- Conversations with Entrepreneurs lecture series
- Business counseling sessions
- Student counseling sessions
- Speaking engagements
- Workshops presented
- Workshops developed
- Unit publicity
- Web page developed
- Advisory board
- Faculty advisory council

An evaluation document was used to assess the effectiveness and satisfaction of workshops and training sessions offered by the unit. Results were used to make appropriate changes to improve services offered by the unit.

Workshops and training sessions currently are and will continue to be provided in a timely manner – normally within two weeks.

Unit Goals

Goal # 1 : Assessment - SP #1

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Increase assessment efforts and improve gathering and reporting methods.

Evaluation Procedures

Annual assurance of learning measures and reports will meet data quality standards acceptable for use in making programs' enhancement decisions (internal) and satisfaction of accreditation requirements.

Actual Results of Evaluation

Complete Self-Study Report for ACBSP reaffirmation during AY 2014-2015. **This is in process. Plans are to have the report ready to submit to ACBSP by the beginning of the Fall 2015 semester.**

Conduct Graduate Alumni Survey during AY 2014-2015. **This goal was accomplished. The College administered both a Graduate/Alumni Survey and Employer Survey.**

Department of Commercial Aviation will experience a successful site visit from Aviation Accreditation Board International (AABI). **The Department of Commercial Aviation was accredited by AABI in February 2015 for five (5) years.**

Use of Evaluation Results

Department of Commercial Aviation will obtain AABI accreditation. The College of Business will prepare a self-study report in AY 2014- 2015 for reaffirmation of accreditation with ACBSP. Changes to curriculum will be more mission and data-driven and will meet expectations of stakeholders. Faculty members will continue to monitor and adjust the curriculums to reflect learning outcomes. Increased attention to assessment efforts will enhance the efficiency of assessment instruments, close the gap between actual and desired results, and enrich the educational experience of our students.

Goal # 2: Perception of Quality of Academic Programs

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Increase the perception of quality of our academic programs to potential students, alumni, and employers.

Evaluation Procedures

ACT & SAT scores of enrolling students, passing rate of students on licensure examinations, the number of transfer students, & the freshmen to sophomore retention rate.

Actual Results of Evaluation

A 1% increase in undergraduate & graduate course enrollment each year. **Undergraduate enrollment increased by 11%, while graduate enrollment declined by 7% in 2014-2015. Total enrollment increased by 5%.**

A 1% increase in credit hours generated each year. **Undergraduate credit hours increased by 10%, while graduate credit hours declined by 28% in 2014-2015. Total credit hour production declined by 2%.**

COB's retention rate from freshmen to sophomore will reach 75% by fall 2015. **This goal will be reported on in the AY 2015-2016 report.**

Computer Information Systems faculty partnered with IHL & West Talley School District to conduct the Hour of Code Project with middle school students.

College of Business adopted the following guiding principles.

- **College Of Business Core Values:**
 - **To pursue excellence teaching and learning and hold ourselves accountable for continuous improvement in content & processes.**
 - **To demonstrate a strong commitment to integrity and promote ethical responsibility as the hallmarks of a business & aviation professional.**
 - **To perform duties of position and make decisions that demonstrate and/or support student success.**
 - **To engage in scholarly research and service that enriches the experience and knowledge of our faculty, staff, students and local, national, and international communities.**
 - **To demonstrate mutual respect for our students, academic colleagues, & industry with open communication, free exchange of ideas, and inclusion of different perspectives.**
 - **To value and promote diversity and the potential of all individuals.**
 - **To demonstrate teamwork and collaboration by contributing to the efforts of the department/division, college, and university as a team player.**

Use of Evaluation Results

- COB faculty will continue to explore 2 plus 2 agreements with community colleges across the State of Mississippi. **College of Business discussed 2+2 agreement with Hinds Community College in AY 2014-2015.**
- College will obtain funding for a finance lab which can be used as a hub to provide a valuable service to area high schools by teaching economics, entrepreneurship, and financial literacy to their students. The College will also explore a possible "dual credit" arrangement for economic courses. **The College initiated this process. A rendering and proposal were developed in FY 2015.**

Delta State University FY2015 Unit Level Report

Department: College of Business

- The College will continue its efforts to equip two classrooms in Broom Hall, Baioni Conference Center, and one room in Gibson-Gunn with technology to offer "blended" courses. **Two classrooms in Broom have been equipped with the required technology, Baioni and Gibson-Gunn classroom have not. Prepared rendering of the College of Business finance lab.**
- *Continued emphasis on the integration of SAP into our curriculum. One faculty member, Dr. Vicki Webster, obtained SAP Terp 10 Certification in FY 2015.*
- *Continue the College of Business Lecture Series. The College will host an economic development lecture. The College of Business hosted entrepreneurship teaching workshop.*
- *College will seek approval to offer two new degrees: BBA in Health Care Administration & BBA in Applied Business. The College of Business obtained permission to offer the BBA in Health Care Administration beginning in Fall 2015. The application for the BBA in Applied Business was deferred until AY 2015-2016.*
- Establish a baseline for the number of students employed in a business related field (within 6 months of graduation) this **goal was achieved with the conduction of an Employee and Graduate Survey during AY 2014-2015.**
- Develop a master schedule for non-traditional students detailing times for day, night, and online undergraduate and graduate course offering over a three-year cycle for the BBA, MBA, and MPA degrees. **This goal has been moved to AY 2015-2016.**
- Continued integration of SAP into business curriculum. **This goal was accomplished.**
- Aviation faculty will explore purchasing a flight simulator. **This goal was accomplished. A new FTD is scheduled for delivery in Spring 2016.**
- Expand the number of on-line course offerings.

Goal # 3: Quality of Student Body

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Increase the quality of the student body.

Evaluation Procedures

ACT & SAT scores of enrolling students, passing rates on student licensure examinations, the number of transfer students, performance on nationally normed examinations, & retention rates.

Actual Results of Evaluation

COB's overall retention rate will reach 70% by fall 2015.

UG & GR students will perform favorably on the Peregrine business exams when compared to national averages. **The Peregrine business exam will be administered during AY 2015-2016.**

1st and 2nd Diploma awarded to College of Business graduates – Haley Turner (Accountancy & Computer Information Systems) & Sarah Clark (General Business Administration).

Jack Winston Gunn Award presented to Haley Turner (Accountancy & Computer Information Systems).

Two College of Business Students selected for Internship in Senator Thad Cochran Office – Kristen Swarek & Lucretia Johnson.

Use of Evaluation Results

- College of Business will implement customized software to aid in the advising process.

Delta State University FY2015 Unit Level Report

Department: College of Business

- College will continue to encourage more student participation in the BSAC and other campus organizations.
- Continued Implementation of the College's three year marketing plan.
- Continued emphasis on fund raising to support student scholarships.
- Increased promotion of academic programs.

Goal # 4: Quality of the Faculty

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Increase the quality of the faculty.

Evaluation Procedures

Faculty scholarship (e.g., journal articles and presentations) and the number of scholarly activities (e.g., conferences & attended) will be cataloged.

Actual Results of Evaluation

- *Increase the proportion of faculty members with terminal degrees by 5% by AY 2015-2016. **The proportion of faculty members (excluding chairs and directors) increased from 58.3% (14/24) to 64% (16/25), a 6% increase. Dr. Ashley Soliz earned her Ph.D. in Accountancy in August 2015. S. E. Kossman Faculty Teaching Award Recipient - Dr. Rebecca Hochradel, Chair, Division of Management and Marketing. HEADWAE Recipient – Dr. Rebecca Hochradel, Chair, Division of Management and Marketing. One of the two 2014 Connected Educator Award Recipients – Dr. Melody Fortune, Assistant Professor of Health Care Administration. This was a student selected award.***
- *Increase the number of refereed journal articles published each year by the faculty by 5%. **This goal was not achieved.***
- *Increase the number of academic/professional conferences presentations/attended by faculty each year by 5%. **Due to budget restraints, this goal was not achieved.***
- *Increase in the number of professional designations obtained/maintained by 5%. **Dr. Vicki Webster - obtained SAP TERP 10 Certification.***
- *Hire a terminally qualified quantitative faculty member by AY 2014-2015. **Dr. Chris Smith was hired as Ph.D. to teach quantitative and statistics courses.***

Use of Evaluation Results

- Enhance recruiting efforts for health care administration & applied business disciplines when programs are approved.
 - Support University's Diversity Plan.
 - Seek external funding to support faculty positions, research, and teaching initiatives.
-

Goal # 5: External Funding for Faculty & Student Support

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Increase external funding for faculty and student support.

Evaluation Procedures

The College will evaluate the amount of private donations, scholarship and grant funds obtained.

Actual Results of Evaluation

- *College of Business faculty/staff development opportunities will increase by 5%. (Base Year 2013-2014). Due to budget constraints, this goal was not achieved.*
- *The total number of competitive grant proposals, first time grant writers, & private donations will increase by 10% by AY 2015-2016. The Debt Education for Business Transformation and Sustainability (DEBTS) was refunded by USDA. Three new scholarships established for College of Business students – Thomas & Louise Gresham Endowment, Walton and Laura Gresham Endowment, & Bill & Draughon McPherson Endowment. These scholarships are to be awarded during AY 16-17. Awarded Delta Health Alliance – Indianola Promise Community Grant to conduct the Summer Youth Entrepreneurial Project (SYEP) in Indianola.*

Use of Evaluation Results

- An increase in faculty intellectual contributions and enhanced collaboration among COB faculty and other academic disciplines.
- Increased internship opportunities for students and faculty.
- The College will raise funds for technology upgrades and service projects to support the needs of the region by attempting to match needs with the interest of local business, industry, and private foundations.

Goal # 6: Professional Opportunities for Faculty & Students

Start: 7/1/2014

End: 6/30/2015

Unit Goal

Increase the professional opportunities for faculty & students.

Evaluation Procedures

The College will evaluate the number of collaborative efforts among college of business & interdisciplinary centers, local businesses and industries, school districts, foundations, and other agencies.

Actual Results of Evaluation

- *The total number of outreach efforts (collaborations between academic, school districts, service, businesses, and interdisciplinary units/centers) will increase by 20% during AY 2014-2015. Computer Information Systems faculty partnered with IHL & West Talley School District to conduct the Hour of Code Project with middle school students. Successful International Business Symposium, The IBS has been extended for an additional 5 years. Thanks to David and Sherry Abney.*

Delta State University FY2015 Unit Level Report

Department: College of Business

- ***The number of student internship opportunities will increase by 10% during AY 2014-2015. The number of internship opportunities for students increased 30% from 23 in AY 2013-2014 to 30 in AY 2014-2015.***

Use of Evaluation Results

Faculty will provide assistance to local school districts, businesses, municipalities, industries, and other non-profit agencies through applied research conducted through the Center for Business and Entrepreneurial Research and Center for Economic Education and Research.

College of Business faculty and students will become more active in local business and industry organizations, schools, and agencies.

SWOT analyses



SWOT Analysis

Start: 7/1/2014

End: 6/30/2015

Strengths

New additions to faculty and staff

Growing diversity in faculty and staff populations

Experienced and diverse administration

Program development: Authorization to plan for BBA in Health Care Administration & Applied Business degrees.

Student-centered faculty, committed to providing students with education relevant for today's & tomorrow's world of business and aviation

Outreach efforts: Economic Developments initiatives - DEBTS program.

Weaknesses

Morale Concerns

Perception of student body

Limited ability to attend professional conferences to discover more readily & explore with colleagues changes in business and aviation (financial constraints).

Opportunities

Enhancement International programs (Exchange program; recruitment of international students)

Enhanced economic development resource for the Delta Region through collaboration with business, community, schools & university constituents.

Growing number of online/blended courses

Increased corporate relationships & private funding - (naming opportunities, endowed professorships, etc.)

Threats

Budget constraints: Revenue shortfalls due to enrollment & funding cuts (State formula for allocation of resources)

Demographics/Socio economic factors; Geographic constraints

Number of faculty who are retirement eligible

Competition from for-profit online institutions

Relative costs of attending a community college

Date Submitted: (or Resubmitted)	8/29/2013 12/09/2013	Term Submitted:	Fall, 2013
Course Number:	41156 CAV 371	# of Sections:	1
Course Name:	Aviation Law and Legislation	# of Students:	5
Division:	Commercial Aviation	Participating Faculty:	Samuel L. Washington
Form Submitted by:	Samuel L. Washington		

Unit Goals: Please list below each appropriate unit goal with corresponding number. In the matrix, refer to the unit goal by number only.

- To prepare students for a variety of opportunities in the aviation industry: the airlines, aircraft manufacturing, airport management, air traffic control, and military aviation.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
1	1) Understand the aviation legal environment in which they will work.	Embedded test questions	1) 80 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100 percent of students completed the course with 70 percent or higher grade. Exceeded planned goal.	Modify test questions to further test student retention of information. Raise expected scores to 80 percent or higher.
1	2) Demonstrate knowledge of FAR Parts 1, 43, 61, 67, 91, 141.	Research project	1) 80 percent of students taking the course will complete the project with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	60 percent of students completed the project with 70 percent or higher. Goal not met for this semester.	Will reorganize class project to better incorporate FAR's into class presentations and give more industry examples to support FAR's use.

Attachments of Methods of Assessments: None

41156 CAV 371: Course Learning Outcomes Assessment Plan.

Comments:

Division Chair Signature

Date:

Assessment Committee Chair Signature

Date:

Vice President of Academic Affairs Signature

Date:

Date Submitted: (or Resubmitted)	01/28/2013 Approved by	Term Submitted:	Spring 2013
Course Number:	CAV 381	# of Sections:	1
Course Name:	Air Traffic Administration	# of Students:	15
Division:	Aviation Management	Participating Faculty:	Samuel L. Washington
Form Submitted by:	Samuel L. Washington		

Unit Goals: Please list below each appropriate unit goal with corresponding number. In the matrix, refer to the unit goal by number only.

- To prepare students for a variety of opportunities in the aviation industry: the airlines, aircraft manufacturing, airport management, air traffic control, and military aviation.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
1	1) Students will demonstrate knowledge of ATC history.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on final examination questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be revised and learning outcomes updated for the next term to get a clearer picture of student learning and understanding.
1	2) Students will be able to name and discuss various components of the ATC system.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on final examination questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be revised and learning outcomes updated for the next term to get a clearer picture of student learning and understanding.
1	3) Students will be able to demonstrate proper communication techniques within the ATC system.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on final examination questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be revised and learning outcomes updated for the next term to get a clearer picture of student learning and understanding.
1	4) Students will be able to compare and contrast the benefits and drawbacks associated with the ATC system.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course.	100% of students scored 70 or higher on final examination questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be revised and learning outcomes updated for the next term to get a clearer picture of student learning and understanding.

* Include: 1) the level of expected performance; 2) who will be assessed; 3) when assessment takes place; 4) who will conduct and interpret assessment

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
			4) Professor.		
1	5) Students will demonstrate knowledge of ATC regulations and how to apply them.	Examination questions	1) 85 percent of students taking course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on final examination questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be revised and learning outcomes updated for the next term to get a clearer picture of student learning and understanding.
1	6) Students will demonstrate knowledge of techniques to minimize accident potential within the ATC system.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on final examination questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be revised and learning outcomes updated for the next term to get a clearer picture of student learning and understanding.

Attachments of Methods of Assessments: Examination questions
CAV 381: Course Learning Outcomes Assessment Plan.

Comments:

Division Chair Signature	_____	Date: _____
Assessment Committee Chair Signature	_____	Date: _____
Vice President of Academic Affairs Signature	_____	Date: _____

* Include: 1) the level of expected performance; 2) who will be assessed; 3) when assessment takes place; 4) who will conduct and interpret assessment
2012

Date Submitted: (or Resubmitted)	6/19/2012 12/14/2012	Term Submitted:	Fall, 2012
Course Number:	41157 CAV 372	# of Sections:	1
Course Name:	Aviation Safety	# of Students:	16
Division:	Commercial Aviation	Participating Faculty:	Samuel L. Washington
Form Submitted by:	Samuel L. Washington		

Unit Goals: Please list below each appropriate unit goal with corresponding number. In the matrix, refer to the unit goal by number only.

- To prepare students for a variety of opportunities in the aviation industry: the airlines, aircraft manufacturing, airport management, air traffic control, and military aviation.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
1	1) Describe the basic concepts of building an aviation safety program.	Examination questions	1) 80 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on prepared tests. EXCEEDS ASSESSMENT GOALS	Continue to add content to curriculum to further enhance the offering. Goal of 85% passing rate for next fall.
1	2) Describe the process that NTSB uses in an accident investigation.	Examination questions	1) 80 percent of students taking the course will complete the examination questions with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on prepared tests. EXCEEDS ASSESSMENT GOALS	Continue to add content to curriculum to further enhance the offering. Goal of 85% passing rate for next fall.
1	3) Explain how Human factors affect aviation safety.	Research Project	1) 80 percent of students taking the course will complete the project with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	94% of students scored 70 or higher on prepared tests. EXCEEDS ASSESSMENT GOALS	Further refine the project to allow students an even more in-depth look at human factors in the industry.

Attachments of Methods of Assessments: None

41157 CAV 372: Course Learning Outcomes Assessment Plan.

Comments:

Division Chair Signature

Date:

Assessment Committee Chair Signature

Date:

Vice President of Academic Affairs Signature

Date:

Date Submitted: (or Resubmitted)	01/28/2013 Approved by	Term Submitted:	Spring 2013
Course Number:	CAV 380	# of Sections:	1
Course Name:	Air Transportation	# of Students:	23
Division:	Aviation Management	Participating Faculty:	Samuel L. Washington
Form Submitted by:	Samuel L. Washington		

Unit Goals: Please list below each appropriate unit goal with corresponding number. In the matrix, refer to the unit goal by number only.

- To prepare students for a variety of opportunities in the aviation industry: the airlines, aircraft manufacturing, airport management, air traffic control, and military aviation.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
1	1) Students will demonstrate knowledge of the air transportation system.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	85 % of students scored 70 or higher on examination questions, MET ASSESSMENT GOAL	The curriculum will be updated and learning outcomes modified to better assess student learning and understanding.
1	2) Students will examine the history and development of the air transportation system.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	More than 85% but less than 90% scored 70 or higher on examination questions, EXCEEDS ASSESSMENT GOAL	The curriculum will be updated and learning outcomes modified to better assess student learning and understanding.
1	3) Students will recognize and explain the hub-and-spoke system.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	More than 85% but less than 90% scored 70 or higher on examination questions, EXCEEDS ASSESSMENT GOAL	The curriculum will be updated and learning outcomes modified to better assess student learning and understanding.
1	4) Students will be able to differentiate management organizations within the air transportation system.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course.	More than 85% but less than 90% scored 70 or higher on examination questions, EXCEEDS ASSESSMENT GOAL	The curriculum will be updated and learning outcomes modified to better assess student learning and understanding.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
			4) Professor.		
1	5) Students will be able to identify marketing concepts used by airlines.	Examination questions	1) 85 percent of students taking course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	More than 85% but less than 90% scored 70 or higher on examination questions, EXCEEDS ASSESSMENT GOAL	The curriculum will be updated and learning outcomes modified to better assess student learning and understanding.
1	6) Students will analyze airline scheduling systems	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	More than 85% but less than 90% scored 70 or higher on examination questions, EXCEEDS ASSESSMENT GOAL	The curriculum will be updated and learning outcomes modified to better assess student learning and understanding.

Attachments of Methods of Assessments: Examination questions
CAV 380: Course Learning Outcomes Assessment Plan.

Comments:

Division Chair Signature

_____ Date:

Assessment Committee Chair Signature

_____ Date:

Vice President of Academic Affairs Signature

_____ Date:

Date Submitted: (or Resubmitted)	01/28/2013 Approved by	Term Submitted:	Spring 2013
Course Number:	CAV 381	# of Sections:	1
Course Name:	Air Traffic Administration	# of Students:	15
Division:	Aviation Management	Participating Faculty:	Samuel L. Washington
Form Submitted by:	Samuel L. Washington		

Unit Goals: Please list below each appropriate unit goal with corresponding number. In the matrix, refer to the unit goal by number only.

1. To prepare students for a variety of opportunities in the aviation industry: the airlines, aircraft manufacturing, airport management, air traffic control, and military aviation.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
1	1) Students will demonstrate knowledge of ATC history.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on final examination questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be revised and learning outcomes updated for the next term to get a clearer picture of student learning and understanding.
1	2) Students will be able to name and discuss various components of the ATC system.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on final examination questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be revised and learning outcomes updated for the next term to get a clearer picture of student learning and understanding.
1	3) Students will be able to demonstrate proper communication techniques within the ATC system.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on final examination questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be revised and learning outcomes updated for the next term to get a clearer picture of student learning and understanding.
1	4) Students will be able to compare and contrast the benefits and drawbacks associated with the ATC system.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course.	100% of students scored 70 or higher on final examination questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be revised and learning outcomes updated for the next term to get a clearer picture of student learning and understanding.

* Include: 1) the level of expected performance; 2) who will be assessed; 3) when assessment takes place; 4) who will conduct and interpret assessment

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
			4) Professor.		
1	5) Students will demonstrate knowledge of ATC regulations and how to apply them.	Examination questions	1) 85 percent of students taking course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on final examination questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be revised and learning outcomes updated for the next term to get a clearer picture of student learning and understanding.
1	6) Students will demonstrate knowledge of techniques to minimize accident potential within the ATC system.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on final examination questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be revised and learning outcomes updated for the next term to get a clearer picture of student learning and understanding.

Attachments of Methods of Assessments: Examination questions
CAV 381: Course Learning Outcomes Assessment Plan.

Comments:

Division Chair Signature

_____ Date:

Assessment Committee Chair Signature

_____ Date:

Vice President of Academic Affairs Signature

_____ Date:

Date Submitted: (or Resubmitted)	01/28/2013 Approved by	Term Submitted:	Spring 2013
Course Number:	CAV 382	# of Sections:	1
Course Name:	Airport Management	# of Students:	13
Division:	Aviation Management	Participating Faculty:	Samuel L. Washington
Form Submitted by:	Samuel L. Washington		

Unit Goals: Please list below each appropriate unit goal with corresponding number. In the matrix, refer to the unit goal by number only.

- To prepare students for a variety of opportunities in the aviation industry: the airlines, aircraft manufacturing, airport management, air traffic control, and military aviation.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
1	1) Students will demonstrate knowledge of airport systems and organization	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on final exam questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be modified and learning outcomes changed to better measure student learning and understanding.
2	2) Students will name and discuss various components of the airport environment	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on final exam questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be modified and learning outcomes changed to better measure student learning and understanding.
3	3) Students will interpret airport administration and finances.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course. 4) Professor.	100% of students scored 70 or higher on final exam questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be modified and learning outcomes changed to better measure student learning and understanding.
4	4) Students will be able to analyze airport capacity and its effects on operations.	Examination questions	1) 85 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) End of course.	100% of students scored 70 or higher on final exam questions, EXCEEDS ASSESSMENT GOAL	Curriculum will be modified and learning outcomes changed to better measure student learning and understanding.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
			4) Professor.		

Attachments of Methods of Assessments: Examination questions
 CAV 382: Course Learning Outcomes Assessment Plan.

Comments:

Division Chair Signature

_____ Date: _____

Assessment Committee Chair Signature

_____ Date: _____

Vice President of Academic Affairs Signature

_____ Date: _____

Date Submitted: (or Resubmitted)	09/01/2012 12/18/2012	Term Submitted:	Fall, 2012
Course Number:	41148 CAV - 352	# of Sections:	1
Course Name:	Commercial Pilot Ground	# of Students:	7
Division:	Commercial Aviation Flight Operations	Participating Faculty:	Brett Oleis
Form Submitted by:	Brett Oleis		

Unit Goals: Please list below each appropriate unit goal with corresponding number. In the matrix, refer to the unit goal by number only.

1. To prepare students for a variety of opportunities in the aviation industry: the airlines, aircraft manufacturing, airport management, air traffic control, and military aviation.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
1	1) Explain aircraft systems related to High Performance Powerplants, Constant Speed Propellers.	Embedded test questions	1) 80% of students taking the course will identify the components on a test with a 70% or higher. 2) Students. 3) End of course. 4) Professor.	Embedded test question, revealed that 80+% of the class understood and mastered the material.	Continue as presently going
1	2) Explain aircraft systems Constant Speed Propellers.	Embedded test questions	1) 80% of students taking the course will identify the components on a test with a 70% or higher. 2) Students. 3) End of course. 4) Professor.	Embedded final exam test question, revealed that 80+% of the class understood and mastered the material.	Continue as presently going
1	3) Demonstrate an understanding of the Environmental Systems	Embedded test questions	1) 80% of students taking the course will identify the components on a test with a 70% or higher. 2) Students. 3) End of course. 4) Professor.	Embedded test question on test II, revealed that 80+% of the class understood and mastered the material.	Continue as presently going
1	4) Demonstrate an understanding of the Retractable Landing Gear.	Embedded test questions	1) 80% of students taking the course will identify the components on a test with a 70% or higher. 2) Students. 3) End of course. 4) Professor.	Embedded final exam test question, revealed that 80+% of the class understood and mastered the material.	Continue as presently going

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
1	5) Demonstrate an understanding of the Aircraft Performance Charts and Graphs.	Embedded test questions	1. 75% of students will pass the assessment with a 90%. 2. Students. 3. End of Course. 4. Professor.	Embedded test question, revealed that 80+% of the class understood and mastered the material.	Continue as presently going
1	6) Demonstrate an understanding of the Emergency Procedures	Embedded test questions	1) 80% of students taking the course will identify the components on a test with a 70% or higher. 2) Students. 3) End of course. 4) Professor.	Embedded test question, revealed that 80+% of the class understood and mastered the material.	Continue as presently going
1	7) Demonstrate an understanding of the Commercial Maneuvers.	Oral Assessment.	1. 75% of students will pass the assessment with a 90%. 2. Students. 3. End of Course. 4. Professor.	Was unsuccessful. 75% of the class was unsuccessful at scoring a 90% on the embedded test question.	Will need to spend more time on this are. May be a good idea to introduce the information earlier in the semester as it is the last chapter to be covered.

Comments:

Division Chair Signature

_____ Date:

Assessment Committee Chair Signature

_____ Date:

Vice President of Academic Affairs Signature

_____ Date:

Date Submitted: (or Resubmitted)	05/06/2013	Term Submitted:	Spring 2013
Course Number:	CAV 352	# of Sections:	1
Course Name:	Commercial Pilot Ground	# of Students:	2
Division:	Commercial Aviation	Participating Faculty:	Larry Rayburn
Form Submitted by:	Larry Rayburn		

Course Description:

This course covers the procedures, operations, and regulations necessary to prepare the student for the FAA Commercial Pilot Airplane written examination.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
1	Students will be able to recognize differences in complex and high performance airplanes	Short answer written test	1) 75 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) Completion of unit. 4) Instructor.	Learning outcome was met with 100% success.	Have a class meeting or two at the airport incorporating a preflight and systems review using the C206 and DA42.
2	Students will be able to interpret weight/balance charts, takeoff distance charts, and landing distance charts. Students will also be able to analyze the effects of load on aerodynamic stability	Written test using advanced calculations involving performance charts	1) 75 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) Completion of unit. 4) Instructor.	Learning outcome was met with 100% success.	Put more emphasis on calculations using the takeoff, landing, and cruise performance charts.
3	Students will be able to assess the following aeronautical decision making tools: DECIDE model, I'M SAFE checklist, 3P model	Scenario based written exam requiring critical thinking	1) 75 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) Completion of unit. 4) Instructor.	Learning outcome was met with 100% success.	Incorporate the use of www.faa.gov and its aeronautical decision making courses into the syllabus.
4	Students will be able to interpret applicable FAR's pertinent to commercial pilot operations and discuss the required commercial maneuvers and PTS	Comprehensive final testing this unit and the previous 3	1) 75 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) Completion of unit.	Learning outcome was met with 100% success.	Have the students do a presentation using visual aids to describe the required flight maneuvers for the commercial pilot check ride.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
			4) Instructor.		

Comments:

Division Chair Signature

_____ Date: _____

Assessment Committee Chair Signature

_____ Date: _____

Vice President of Academic Affairs Signature

_____ Date: _____

Date Submitted: (or Resubmitted)	09/01/2012 12/18/2012	Term Submitted:	Fall, 2012
Course Number:	41148 CAV - 352	# of Sections:	1
Course Name:	Commercial Pilot Ground	# of Students:	7
Division:	Commercial Aviation Flight Operations	Participating Faculty:	Brett Oleis
Form Submitted by:	Brett Oleis		

Unit Goals: Please list below each appropriate unit goal with corresponding number. In the matrix, refer to the unit goal by number only.

1. To prepare students for a variety of opportunities in the aviation industry: the airlines, aircraft manufacturing, airport management, air traffic control, and military aviation.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
1	1) Explain aircraft systems related to High Performance Powerplants, Constant Speed Propellers.	Embedded test questions	1) 80% of students taking the course will identify the components on a test with a 70% or higher. 2) Students. 3) End of course. 4) Professor.	Embedded test question, revealed that 80+% of the class understood and mastered the material.	Continue as presently going
1	2) Explain aircraft systems Constant Speed Propellers.	Embedded test questions	1) 80% of students taking the course will identify the components on a test with a 70% or higher. 2) Students. 3) End of course. 4) Professor.	Embedded final exam test question, revealed that 80+% of the class understood and mastered the material.	Continue as presently going
1	3) Demonstrate an understanding of the Environmental Systems	Embedded test questions	1) 80% of students taking the course will identify the components on a test with a 70% or higher. 2) Students. 3) End of course. 4) Professor.	Embedded test question on test II, revealed that 80+% of the class understood and mastered the material.	Continue as presently going
1	4) Demonstrate an understanding of the Retractable Landing Gear.	Embedded test questions	1) 80% of students taking the course will identify the components on a test with a 70% or higher. 2) Students. 3) End of course. 4) Professor.	Embedded final exam test question, revealed that 80+% of the class understood and mastered the material.	Continue as presently going

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
1	5) Demonstrate an understanding of the Aircraft Performance Charts and Graphs.	Embedded test questions	1. 75% of students will pass the assessment with a 90%. 2. Students. 3. End of Course. 4. Professor.	Embedded test question, revealed that 80+% of the class understood and mastered the material.	Continue as presently going
1	6) Demonstrate an understanding of the Emergency Procedures	Embedded test questions	1) 80% of students taking the course will identify the components on a test with a 70% or higher. 2) Students. 3) End of course. 4) Professor.	Embedded test question, revealed that 80+% of the class understood and mastered the material.	Continue as presently going
1	7) Demonstrate an understanding of the Commercial Maneuvers.	Oral Assessment.	1. 75% of students will pass the assessment with a 90%. 2. Students. 3. End of Course. 4. Professor.	Was unsuccessful. 75% of the class was unsuccessful at scoring a 90% on the embedded test question.	Will need to spend more time on this are. May be a good idea to introduce the information earlier in the semester as it is the last chapter to be covered.

Comments:

Division Chair Signature

_____ Date:

Assessment Committee Chair Signature

_____ Date:

Vice President of Academic Affairs Signature

_____ Date:

Date Submitted: (or Resubmitted)	05/06/2013	Term Submitted:	Spring 2013
Course Number:	CAV 352	# of Sections:	1
Course Name:	Commercial Pilot Ground	# of Students:	2
Division:	Commercial Aviation	Participating Faculty:	Larry Rayburn
Form Submitted by:	Larry Rayburn		

Course Description:

This course covers the procedures, operations, and regulations necessary to prepare the student for the FAA Commercial Pilot Airplane written examination.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
1	Students will be able to recognize differences in complex and high performance airplanes	Short answer written test	1) 75 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) Completion of unit. 4) Instructor.	Learning outcome was met with 100% success.	Have a class meeting or two at the airport incorporating a preflight and systems review using the C206 and DA42.
2	Students will be able to interpret weight/balance charts, takeoff distance charts, and landing distance charts. Students will also be able to analyze the effects of load on aerodynamic stability	Written test using advanced calculations involving performance charts	1) 75 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) Completion of unit. 4) Instructor.	Learning outcome was met with 100% success.	Put more emphasis on calculations using the takeoff, landing, and cruise performance charts.
3	Students will be able to assess the following aeronautical decision making tools: DECIDE model, I'M SAFE checklist, 3P model	Scenario based written exam requiring critical thinking	1) 75 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) Completion of unit. 4) Instructor.	Learning outcome was met with 100% success.	Incorporate the use of www.faa.gov and its aeronautical decision making courses into the syllabus.
4	Students will be able to interpret applicable FAR's pertinent to commercial pilot operations and discuss the required commercial maneuvers and PTS	Comprehensive final testing this unit and the previous 3	1) 75 percent of students taking the course will complete the examination question(s) with a 70 percent or higher. 2) Students. 3) Completion of unit.	Learning outcome was met with 100% success.	Have the students do a presentation using visual aids to describe the required flight maneuvers for the commercial pilot check ride.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
			4) Instructor.		

Comments:

Division Chair Signature

_____ Date: _____

Assessment Committee Chair Signature

_____ Date: _____

Vice President of Academic Affairs Signature

_____ Date: _____

Date Submitted: (or Resubmitted)	4/11/13	Term Submitted:	Fall 2012
Course Number:	CAV 650	# of Sections:	1
Course Name:	Fixed Base Operations	# of Students:	26
Department:	Commercial Aviation	Participating Faculty:	C. Daniel Prather
Form Submitted by:	C. Daniel Prather		

Unit Goals: Please list below each appropriate unit goal with corresponding number. In the matrix, refer to the unit goal by number only.

- To prepare students for a variety of opportunities in the aviation industry by allowing them to develop a deeper understanding of the nature of FBOs, and focus on the operation, marketing, and management of FBOs.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
1	1) Articulate the role of the fixed base operator in the aviation system.	Chapter review questions, discussion, final exam.	1) 100% of students will participate in on-line discussion and completely answer all chapter review questions. 2) Students. 3) End of course. 4) Professor.	95% of students fully participated in 15 weeks of on-line discussions and 89% of students answered all chapter review questions.	Students are penalized 5 points off their final course grade if they do not complete 50% of course requirements (including discussions and chapter review questions) prior to mid-term. This will be made more clear in the future to encourage full participation in on-line discussions and chapter review questions.
1	2) Understand pertinent management concepts applicable to the field of FBO management.	Chapter review questions, discussion, final exam.	1) 100% of students will participate in on-line discussion and completely answer all chapter review questions. 2) Students. 3) End of course. 4) Professor.	95% of students fully participated in 15 weeks of on-line discussions and 89% of students answered all chapter review questions	Students are penalized 5 points off their final course grade if they do not complete 50% of course requirements (including discussions and chapter review questions) prior to mid-term. This will be made more clear in the future to encourage full participation in on-line discussions and chapter review questions.
1	3) Recognize successful marketing strategies and discuss the most effective manner in which to market the services of an FBO.	Chapter review questions, discussion, final exam.	1) 100% of students will participate in on-line discussion and completely answer all chapter review questions. 2) Students. 3) End of course. 4) Professor.	95% of students fully participated in 15 weeks of on-line discussions and 89% of students answered all chapter review questions	. Students are penalized 5 points off their final course grade if they do not complete 50% of course requirements (including discussions and chapter review questions) prior to mid-term. This will be made more clear in the future to encourage full participation in on-line discussions and chapter review questions.
1	4) Acquire a working knowledge of financial concepts appropriate to the FBO business.	Chapter review questions, discussion, final exam.	1) 100% of students will participate in on-line discussion and completely answer all chapter review questions. 2) Students.	95% of students fully participated in 15 weeks of on-line discussions and 89% of students answered all chapter review questions	Students are penalized 5 points off their final course grade if they do not complete 50% of course requirements (including discussions and chapter review questions) prior to mid-term. This will be made more clear in the future to encourage full participation in on-

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
			3) End of course. 4) Professor.		line discussions and chapter review questions.
1	5) Apply effective human resource skills to the management of FBO employees.	Chapter review questions, discussion, final exam.	1) 100% of students will participate in on-line discussion and completely answer all chapter review questions. 2) Students. 3) End of course. 4) Professor.	95% of students fully participated in 15 weeks of on-line discussions and 89% of students answered all chapter review questions	Students are penalized 5 points off their final course grade if they do not complete 50% of course requirements (including discussions and chapter review questions) prior to mid-term. This will be made more clear in the future to encourage full participation in on-line discussions and chapter review questions.
1	6) Discuss the organization of a typical FBO, including administration and operations.	Chapter review questions, discussion, final exam, FBO paper.	1) 100% of students will participate in on-line discussion and completely answer all chapter review questions & 90% of students will adequately complete the assigned FBO paper. 2) Students. 3) End of course. 4) Professor.	95% of students fully participated in 15 weeks of on-line discussions and 89% of students answered all chapter review questions	Students are penalized 5 points off their final course grade if they do not complete 50% of course requirements (including discussions and chapter review questions) prior to mid-term. This will be made more clear in the future to encourage full participation in on-line discussions and chapter review questions.
1	7) Share with others why proper maintenance, safety, and security are necessary to the FBO manager.	Chapter review questions, discussion, final exam, FBO paper.	1) 100% of students will participate in on-line discussion and completely answer all chapter review questions 90% of students will adequately complete the assigned FBO paper. 2) Students. 3) End of course. 4) Professor.	95% of students fully participated in 15 weeks of on-line discussions and 89% of students answered all chapter review questions	Students are penalized 5 points off their final course grade if they do not complete 50% of course requirements (including discussions and chapter review questions) prior to mid-term. This will be made more clear in the future to encourage full participation in on-line discussions and chapter review questions.
1	8) Apply the various managerial concepts learned in class to solving real-world issues and problems encountered by FBO managers.	Chapter review questions, discussion, final exam, FBO paper.	1) 100% of students will participate in on-line discussion and completely answer all chapter review questions 90% of students will adequately complete the assigned FBO paper. 2) Students. 3) End of course. 4) Professor.	95% of students fully participated in 15 weeks of on-line discussions and 89% of students answered all chapter review questions	Students are penalized 5 points off their final course grade if they do not complete 50% of course requirements (including discussions and chapter review questions) prior to mid-term. This will be made more clear in the future to encourage full participation in on-line discussions and chapter review questions.

Attachments of Methods of Assessments:

Comments:

Faculty Signature

C. Daniel Prather

Date: 4/11/13

Department Chair Signature

Date:

Date Submitted: (or Resubmitted)	4/11/13	Term Submitted:	Fall 2012
Course Number:	CAV 610	# of Sections:	1
Course Name:	Advanced Human Factors	# of Students:	21
Department:	Commercial Aviation	Participating Faculty:	C. Daniel Prather
Form Submitted by:	C. Daniel Prather		

Unit Goals: Please list below each appropriate unit goal with corresponding number. In the matrix, refer to the unit goal by number only.

- To prepare students for a variety of opportunities in the aviation industry by allowing them to develop a deeper understanding of the many factors affecting aviation safety, including the complex interactions that occur between members of the flight crew.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
1	1) Develop a thorough knowledge of human factors.	Chapter review questions, discussion, final exam.	1) 100% of students will participate in on-line discussion and completely answer all chapter review questions. 2) Students. 3) End of course. 4) Professor.	91% of students fully participated in 15 weeks of on-line discussions and 91% of students answered all chapter review questions.	Students are penalized 5 points off their final course grade if they do not complete 50% of course requirements (including discussions and chapter review questions) prior to mid-term. This will be made more clear in the future to encourage full participation in on-line discussions and chapter review questions.
1	2) Analyze an aircraft accident and the role human factors played in the accident.	Aircraft Accident Analysis Paper	1) 90% of students will fully develop an analysis of their assigned aircraft accident. 2) Students. 3) End of course. 4) Professor.	91% of students fully participated in 15 weeks of on-line discussions and 91% of students answered all chapter review questions.	Students are penalized 5 points off their final course grade if they do not complete 50% of course requirements (including discussions and chapter review questions) prior to mid-term. This will be made more clear in the future to encourage full participation in on-line discussions and chapter review questions.
1	3) Understand the need for a systems approach to aviation safety..	Chapter review questions, discussion, final exam.	1) 100% of students will participate in on-line discussion and completely answer all chapter review questions. 2) Students. 3) End of course. 4) Professor.	91% of students fully participated in 15 weeks of on-line discussions and 91% of students answered all chapter review questions.	. Students are penalized 5 points off their final course grade if they do not complete 50% of course requirements (including discussions and chapter review questions) prior to mid-term. This will be made more clear in the future to encourage full participation in on-line discussions and chapter review questions.
1	4) Understand the role of airlines, manufacturers, and governmental agencies in improving aviation safety.	Chapter review questions, discussion, final exam.	1) 100% of students will participate in on-line discussion and completely answer all chapter review questions. 2) Students. 3) End of course.	91% of students fully participated in 15 weeks of on-line discussions and 91% of students answered all chapter review questions.	Students are penalized 5 points off their final course grade if they do not complete 50% of course requirements (including discussions and chapter review questions) prior to mid-term. This will be made more clear in the future to encourage full participation in on-line discussions and chapter review questions.

Unit Goals	Expected Learning Outcome	Method of Assessment	Assessment Criteria, Standards, and Procedures *(4 parts)	Learning Outcome Assessment Results	Improvement Statement based on Learning Outcome Assessment Results "Use of Results"
			4) Professor.		
1	5) Discuss the best practices in use today to enhance aviation safety.	Chapter review questions, discussion, final exam.	1) 100% of students will participate in on-line discussion and completely answer all chapter review questions. 2) Students. 3) End of course. 4) Professor.	91% of students fully participated in 15 weeks of on-line discussions and 91% of students answered all chapter review questions..	Students are penalized 5 points off their final course grade if they do not complete 50% of course requirements (including discussions and chapter review questions) prior to mid-term. This will be made more clear in the future to encourage full participation in on-line discussions and chapter review questions.
1	6) Discuss aviation safety and the inherent challenges on a worldwide scale.	Chapter review questions, discussion, final exam.	1) 100% of students will participate in on-line discussion and completely answer all chapter review questions. 2) Students. 3) End of course. 4) Professor.	91% of students fully participated in 15 weeks of on-line discussions and 91% of students answered all chapter review questions.	Students are penalized 5 points off their final course grade if they do not complete 50% of course requirements (including discussions and chapter review questions) prior to mid-term. This will be made more clear in the future to encourage full participation in on-line discussions and chapter review questions.

Attachments of Methods of Assessments:

Comments:

Faculty Signature

C. Daniel Prather

Date: 4/11/13

Department Chair Signature

Date: