

Unit Missions

ACISF Mission Statement

Mission statement

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

Related Items

There are no related items.

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.

Related Items

There are no related items.

COB Mission Statement

Mission statement

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

Related Items

There are no related items.

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.

Related Items

There are no related items.

Mission Statement

Mission statement

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.

Related Items

There are no related items.

Learning Outcomes

BBA-ACC 01: LO Financial Accounting

Start: 7/1/2013

End: 6/30/2014

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

85% of Accounting majors prepared accurate financial statements

Use of Evaluation Results

The faculty consider other courses in which the construction of financial statements should be taught, such as Balance Sheets in ACC 312 Intermediate Accounting II.

Related Items

There are no related items.

BBA-ACC 02: LO Auditing

Start: 7/1/2013

End: 6/30/2014

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

91% 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

There are no related items.

BBA-ACC 03: LO Taxation

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Accounting majors will demonstrate the ability to prepare a Partnership Tax Return

Data Collection (Evidence)

Evaluation of students' Partnerships Tax Returns prepared in ACC 452 Tax Accounting II

Results of Evaluation

Two-thirds of Accounting majors prepared accurate Partnership Tax Returns

Use of Evaluation Results

The faculty consider other courses in which the concepts of partnership taxation can be taught, such as ACC 451 Tax Accounting I in which individual tax returns of Partners are taught

Related Items

There are no related items.

BBA-ACC 04: LO Management or Cost Accounting

Start: 7/1/2013

End: 6/30/2014

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

Two-thirds of Accounting majors correctly budgeted for project costing

Use of Evaluation Results

The faculty teach various types of jobs to illustrate project costing

Related Items

There are no related items.

Start: 7/1/2013

End: 6/30/2014

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

91% of Accounting majors correctly recorded journal entries that involved governmental funds

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

Related Items

There are no related items.

Start: 7/1/2013

End: 6/30/2014

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

All students worked together as a team with certain class mates in the position of team leader for each of the components of the information system, which was a smartphone application capable of being developed into both tablet and internet applications. This project allowed each and every one of the students in the class to participate in the analysis and the design of a selected project.

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

There are no related items.

 BBA-CIS 04: LO Information system security

Start: 7/1/2013

End: 6/30/2014

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

Two-thirds of CIS students are 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

There are no related items.

 BBA-FIN 01: LO Principles of financial management

Start: 7/1/2013

End: 6/30/2014

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

90% of Finance students are capable of measuring or formulating these financial concepts

Use of Evaluation Results

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

Related Items

There are no related items.

≡BBA-FIN 02: LO Principles of investing

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

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

Data Collection (Evidence)

Evaluation of students' investment programs

Results of Evaluation

100% of Finance students are correctly evaluated securities based on yield and security

Use of Evaluation Results

The Faculty consider different stocks and bonds for student analysis

Related Items

There are no related items.

≡BBA-GEN 01: Business Concepts

Start: 7/1/2013

End: 6/30/2014

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

Use of Evaluation Results

Continue this learning outcome for AY 2014-2015. Have curriculum committee evaluate the baseline level indicating proficiency.

Related Items

There are no related items.

≡ BBA-GEN 02: Business Plan

Start: 7/1/2013

End: 6/30/2014

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

96% 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

Continue this learning outcome for AY 2014-2015. Have curriculum committee evaluate the baseline level indicating proficiency.

Related Items

There are no related items.

≡ BBA-GEN 03: Decision Making

Start: 7/1/2013

End: 6/30/2014

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

96% 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

Continue this learning outcome for AY 2014-2015. Have curriculum committee evaluate the baseline level indicating proficiency.

Related Items

There are no related items.

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

Start: 7/1/2013

End: 6/30/2014

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

Two-thirds of Insurance students demonstrated this knowledge

Use of Evaluation Results

The Faculty consider different scenarios to teach and test students on their ability to evaluate and compare these techniques

Related Items

There are no related items.

≡BBA-IRR-FP 01: LO Estate Planning

Start: 7/1/2013

End: 6/30/2014

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

No students enrolled in this course in AY 2013-14

Use of Evaluation Results

No students enrolled in this course in AV 2013-14

Related Items

There are no related items.

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

Start: 7/1/2013

End: 6/30/2014

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

Three-fourths of Real Estate students are able to estimate these values

Use of Evaluation Results

The Faculty consider various parcels of real estate to teach the fundamentals of valuation

Related Items

There are no related items.

≡BBA-MGT 01: Management Functions

Start: 7/1/2013

End: 6/30/2014

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

90% of the Management majors taking MGT 465 and/or MGT 484 earned a B or better in projects that indicated they understood the functions of management: Planning, organizing, controlling, and leading.

Use of Evaluation Results

Continue this learning outcome for AY 2014-2015. Have curriculum committee evaluate the baseline level indicating proficiency.

Related Items

There are no related items.

BBA-MGT 02: Leadership

Start: 7/1/2013

End: 6/30/2014

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

83% 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

Continue this learning outcome for AY 2014-2015. Have curriculum committee evaluate the baseline level indicating proficiency.

Related Items

There are no related items.

BBA-MGT 03: Critical Thinking

Start: 7/1/2013

End: 6/30/2014

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

87% 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

Continue this learning outcome for AY 2014-2015. Have curriculum committee evaluate the baseline level indicating proficiency.

Related Items

There are no related items.

BBA-MKT 01: Professional Selling Techniques

Start: 7/1/2013

End: 6/30/2014

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

100% 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

Continue this learning outcome for AY 2014-2015. Have curriculum committee evaluate the baseline level indicating proficiency.

Related Items

There are no related items.

BBA-MKT 02: Quantitative Research Skills

Start: 7/1/2013

End: 6/30/2014

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

87% of the Marketing majors taking MKT 488 or MGT 488 earned a B or better in projects that indicated they are proficient in quantitative research skills.

Use of Evaluation Results

Continue this learning outcome for AY 2014-2015. Have curriculum committee evaluate the baseline level indicating proficiency.

Related Items

There are no related items.

BBA-MKT 03: Marketing Plan

Start: 7/1/2013

End: 6/30/2014

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

Continue this learning outcome for AY 2014-2015. Have curriculum committee evaluate the baseline level indicating proficiency.

Related Items

There are no related items.

BBA-MMBA 01: Teamwork

Start: 7/1/2013

End: 6/30/2014

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

92% 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

Continue this learning outcome for AY 2014-2015. Have curriculum committee evaluate the baseline level indicating proficiency.

Related Items

There are no related items.

BCA-AM-01: Federal Aviation Regulations

Start: 7/1/2013

End: 6/30/2014

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

-  [CAV 371 Aviation Law Learning Outcomes Fall 2013 completed](#)
-  [CAV 381 Air Traffic Control Assessment Form Spring 2014 completed](#)

Results of Evaluation

CAV 380 100 percent of students participating in the project scored 70 percent or higher. **EXCEEDS ASSESSMENT GOAL.**

CAV 371 100 percent of students completed the exam with 70 percent or higher grade. **Exceeded planned goal.**

CAV 382 80 percent of students completed the project with 70 percent or higher. **EXCEEDS ASSESSMENT GOAL.**

-  [CAV 382 Spring 201401961920140904164646](#)

Use of Evaluation Results

CAV 371 Modify test questions to further test student retention of information. Raise expected scores to 80 percent or higher.

CAV 380 Continue to utilize the project. Raise the expected score to 75 percent or higher.

CAV 382 Continue the project and take a class period to discuss further expectations

Related Items

There are no related items.

BCA-AM-02: Aerospace Industry

Start: 7/1/2013

End: 6/30/2014

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

Results of Evaluation

CAV 380 100 percent of students participating in the project scored 70 percent or higher. **EXCEEDS ASSESSMENT GOAL.**

CAV 371 100 percent of students completed the exam with 70 percent or higher grade. **Exceeded planned goal.**

CAV 382 80 percent of students completed the project with 70 percent or higher. **EXCEEDS ASSESSMENT GOAL.**

-  [CAV 371 Aviation Law Learning Outcomes Fall 2013 completed](#)
-  [CAV 381 Air Traffic Control Assessment Form Spring 2014 completed](#)
-  [CAV 382 Airport Management Learning Outcomes Spring 2014](#)

Use of Evaluation Results

Evaluate the projects in the curriculum to keep the assignments relevant.

Related Items

There are no related items.

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

Start: 7/1/2013

End: 6/30/2014

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

- [!\[\]\(97faa0168e491544be255cfcab218e9b_img.jpg\) CAV 372 Aviation Safety Learning Outcomes Fall 2012](#)
- [!\[\]\(b2166b76608b8499cffc130bf1b1fe60_img.jpg\) CAV 380 Air Transportation Assessment Form Spring 2013](#)
- [!\[\]\(b29da0f81af7d31816596405aed0e378_img.jpg\) CAV 381 Air Traffic Control Assessment Form Spring 2013](#)
- [!\[\]\(52b4a21f1e75ded8f9710f4114e70d28_img.jpg\) CAV 382 Airport Management Learning Outcomes Spring 2013](#)

Results of Evaluation

CAV 380 100 percent of students participating in the project scored 70 percent or higher. **EXCEEDS ASSESSMENT GOAL.**

CAV 371 100 percent of students completed the exam with 70 percent or higher grade. **Exceeded planned goal.**

CAV 372 100 percent of students completed prepared test with 70 percent or higher. **EXCEEDS ASSESSMENT GOAL.**

Use of Evaluation Results

Will continue to add content to curriculum to enhance the offerings. Raise the goal to 85% pass rate for the next time these courses are offered

Related Items

There are no related items.

BCA-FO-01: Commercial Pilot Skills

Start: 7/1/2013

End: 6/30/2014

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)

1. 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](#)

Results of Evaluation

CAV 352 Commercial Pilot Grnd Fall 2013

Final Exam Pass rate 100%

4 students all 4 passed final exa, 3 of the 4 scored “C” or better on the Final exam.

All 4 passed course with “C” or better.

CAV 352 Commercial Pilot Grnd Spg 2014

Final Exam Pass rate 100

6 students all 6 passed final exam, 6 of the 6 scored “C” or better on the Final exam.

All 6 passed course with “C” or better.

CAV 355

100% passed the FAA Commercial Pilot Written Exam.

100% passed the Commercial Pilot Practical (oral & flight) test with an FAA Designated Pilot Examiner.

Use of Evaluation Results

Students will be given additional explanations in identified weak areas by the instructor.

Related Items

There are no related items.

BCA-FO-02: Federal Aviation Regulations

Start: 7/1/2013

End: 6/30/2014

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](#)

Results of Evaluation

CAV 363 Lesson 9 Oral		0	0	0	0	0	0	0
OVERALL PASS RATE:	0%	McCallum, Aaron	Hector, David	Mobley, Drake				
Multi Engine Aerodynamics	100%	S	S	S				
Multi Engine Certificates	100%	S	S	S				
DA 42 Information Manual	100%	S	S	S				
Aircraft Systems	100%	S	S	S				
DA 42 Normal Operating Procedures	100%	S	S	S				
DA 42 Emergency Operating Procedures	100%	S	S	S				
DA 42 Performance and Limitations	100%	S	S	S				
Collision/Wake Avoidance	100%	S	S	S				
CAV 363 Lesson 10 Stagecheck FTD								
Cockpit Familiarization	100%	S	S	S				
Use of Checklists	100%	S	S	S				
Engine Starting and Warmup	100%	S	S	S				
Engine Operation	100%	S	S	S				
Pretakeoff Check / Runup	100%	S	S	S				
Pretakeoff Briefing / Engine Failure Actions	100%	S	S	S				
Takeoff and Departure	100%	S	S	S				
Four Fundamentals	100%	S	S	S				
Establishing Cruise	100%	S	S	S				
Maneuvering During Slow Flight	100%	S	S	S				
Power Off Stalls	100%	S	S	S				
Power On Stalls	100%	S	S	S				
Steep Turns	100%	S	S	S				
Vmc Demonstration	100%	S	S	S				
Engine Failure During Cruise	100%	S	S	S				
In-flight Engine Shutdown Procedures	100%	S	S	S				
Maneuvering With One Engine Inoperative	100%	S	S	S				

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In-flight Engine Restart Procedures	100%	S	S	S				
Traffic Pattern Operations	100%	S	S	S				
Prelanding Check	100%	S	S	S				
Arrival Procedures	100%	S	S	S				
Engine Failure During Takeoff Before Vmc	100%	S	S	S				
Engine Failure After Liftoff	100%	S	S	S				
CAV 363 Lesson 31 Final Stage check Oral								
Certificate and Documents	100%	S	S	S				
Obtaining Weather Information	100%	S	S	S				
Operation of Airplane Systems	100%	S	S	S				
Emergency Procedures	100%	S	S	S				
Aerodynamics	100%	S	S	S				
Determining Performance and Limitations	100%	S	S	S				
Cross-Country Flight Planning	100%	S	S	S				
Night Flight Operations	100%	S	S	S				
Aero Medical Factors	100%	S	S	S				
Radio Communications and Light Gun Signals	100%	S	S	S				
Airport and Runway Markings and Lighting	100%	S	S	S				
Emergency Equipment and Survival Gear	100%	S	S	S				
Minimum Equipment List	100%	S	S	S				
Delta State Flight Operations Manual	100%	S	S	S				
CAV 363 Lesson 32 Final Stage check Flight								
Ground Operations								
Preflight Inspection	100%	S	S	S				
Cockpit Management	100%	S	S	S				
Engine Starting	100%	S	S	S				
Taxiing	100%	S	S	S				
Pre-Takeoff Check / Run-up	100%	S	S	S				
Airport Operations								
Traffic Pattern Operations	100%	S	S	S				
Takeoffs, Landing and Go-Around								
Normal and Crosswind Takeoff and Climb	100%	S	S	S				
Short-Field Takeoff and Climb	100%	S	S	S				
Normal/Crosswind Approach & Ldg	100%	S	S	S				
Go-Around	100%	S	S	S				
Short-Field Approach and Landing	100%	s	S	S				
Performance Maneuvers								
Steep Turns	100%	S	S	S				
Slow Flight and Stalls	100%	S	S	S				
Maneuvering During Slow Flight	100%	S	S	S				
Power Off Stalls	100%	S	S	S				
Power On Stalls	100%	S	S	S				

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Emergency Operations								
System and Equipment Malfunction	100%	S	S	S				
Maneuvering with One Engine Inop.	100%	S	S	S				
Vmc Demonstration	100%	S	S	S				
Engine Failure During Takeoff Before Vmc (Simulated)	100%	S	S	S				
Engine Failure After Takeoff (Simulated)	100%	S	S	S				
Emergency Descent	100%	S	S	S				
Approach and Landing with an Inoperative Engine (Simulated)	100%	S	S	S				
Multi-Engine Operations								
Engine Failure During Flight (IR)	100%	s	S	S				
Instrument Approach - All Engines Operating (IR)	100%	s	S	S				
Instrument Approach - One Engine Inoperative (IR)	100%	s	S	S				
Post-flight Procedures								
After Landing	100%	s	S	S				
Parking and Securing	100%	s	S	S				

Use of Evaluation Results

The learning outcome will be rewritten to reflect that the Commercial and Flight Instructor initial FAA check rides are in the DA-42 (multi-engine) aircraft.

Related Items

There are no related items.

BCA-FO-03: Communication Skills

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Flight Operation majors will possess technical communications skills.

Data Collection (Evidence)

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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Results of Evaluation

CAV 363 Lesson 9 Oral		0	0	0	0	0	0	0
OVERALL PASS RATE:	0%	AM	DH	DM				
Multi Engine Aerodynamics	100%	S	S	S				
Multi Engine Certificates	100%	S	S	S				
DA 42 Information Manual	100%	S	S	S				
Aircraft Systems	100%	S	S	S				
DA 42 Normal Operating Procedures	100%	S	S	S				
DA 42 Emergency Operating Procedures	100%	S	S	S				
DA 42 Performance and Limitations	100%	S	S	S				
Collision/Wake Avoidance	100%	S	S	S				
CAV 363 Lesson 10 Stagecheck FTD								
Cockpit Familiarization	100%	S	S	S				
Use of Checklists	100%	S	S	S				
Engine Starting and Warmup	100%	S	S	S				
Engine Operation	100%	S	S	S				
Pretakeoff Check / Runup	100%	S	S	S				
Pretakeoff Briefing / Engine Failure Actions	100%	S	S	S				
Takeoff and Departure	100%	S	S	S				
Four Fundamentals	100%	S	S	S				
Establishing Cruise	100%	S	S	S				
Maneuvering During Slow Flight	100%	S	S	S				
Power Off Stalls	100%	S	S	S				
Power On Stalls	100%	S	S	S				
Steep Turns	100%	S	S	S				
Vmc Demonstration	100%	S	S	S				
Engine Failure During Cruise	100%	S	S	S				
In-flight Engine Shutdown Procedures	100%	S	S	S				
Maneuvering With One Engine Inoperative	100%	S	S	S				
In-flight Engine Restart Procedures	100%	S	S	S				
Traffic Pattern Operations	100%	S	S	S				
Prelanding Check	100%	S	S	S				
Arrival Procedures	100%	S	S	S				
Engine Failure During Takeoff Before Vmc	100%	S	S	S				
Engine Failure After Liftoff	100%	S	S	S				
CAV 363 Lesson 31 Final Stage check Oral								
Certificate and Documents	100%	S	S	S				
Obtaining Weather Information	100%	S	S	S				
Operation of Airplane Systems	100%	S	S	S				

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Emergency Procedures	100%	S	S	S				
Aerodynamics	100%	S	S	S				
Determining Performance and Limitations	100%	S	S	S				
Cross-Country Flight Planning	100%	S	S	S				
Night Flight Operations	100%	S	S	S				
Aero Medical Factors	100%	S	S	S				
Radio Communications and Light Gun Signals	100%	S	S	S				
Airport and Runway Markings and Lighting	100%	S	S	S				
Emergency Equipment and Survival Gear	100%	S	S	S				
Minimum Equipment List	100%	S	S	S				
Delta State Flight Operations Manual	100%	S	S	S				
CAV 363 Lesson 32 Final Stage check Flight								
Ground Operations								
Preflight Inspection	100%	S	S	S				
Cockpit Management	100%	S	S	S				
Engine Starting	100%	S	S	S				
Taxiing	100%	S	S	S				
Pre-Takeoff Check / Run-up	100%	S	S	S				
Airport Operations								
Traffic Pattern Operations	100%	S	S	S				
Takeoffs, Landing and Go-Around								
Normal and Crosswind Takeoff and Climb	100%	S	S	S				
Short-Field Takeoff and Climb	100%	S	S	S				
Normal/Crosswind Approach & Ldg	100%	S	S	S				
Go-Around	100%	S	S	S				
Short-Field Approach and Landing	100%	s	S	S				
Performance Maneuvers								
Steep Turns	100%	S	S	S				
Slow Flight and Stalls	100%	S	S	S				
Maneuvering During Slow Flight	100%	S	S	S				
Power Off Stalls	100%	S	S	S				
Power On Stalls	100%	S	S	S				
Emergency Operations								
System and Equipment Malfunction	100%	S	S	S				
Maneuvering with One Engine Inop.	100%	S	S	S				
Vmc Demonstration	100%	S	S	S				
Engine Failure During Takeoff Before Vmc (Simulated)	100%	S	S	S				

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Engine Failure After Takeoff (Simulated)	100%	S	S	S				
Emergency Descent	100%	S	S	S				
Approach and Landing with an Inoperative Engine (Simulated)	100%	S	S	S				
Multi-Engine Operations								
Engine Failure During Flight (IR)	100%	s	S	S				
Instrument Approach - All Engines Operating (IR)	100%	s	S	S				
Instrument Approach - One Engine Inoperative (IR)	100%	s	S	S				
Post-flight Procedures								
After Landing	100%	s	S	S				
Parking and Securing	100%	s	S	S				

MULTI ENGINE CAV363								
PASS/FAIL	DATE					141	61	
	1st							
Ti, M -Pass	12/13/2013					x		
J, D-Fail	12/12/2013					x		
S, T- Fail	3/21/2014 (pass date)					x		
M, A- Pass	1/17/2014						x	
H, D	6/12/2014	2nd				x		
M, D	7/28/2014					x		

Use of Evaluation Results

The learning outcome will be rewritten from CAV 360 to CAV 363 to reflect the new syllabus using the DA-42 Multi-engine aircraft for the initial Certified Flight Instruction Pilot Certificate.

Related Items

There are no related items.

 MBA-BA 01: Business Research Analysis

Start: 7/1/2013

End: 6/30/2014

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

67% 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

Continue this learning outcome for AY 2014-2015. Have curriculum committee evaluate the baseline level indicating proficiency.

Related Items

There are no related items.

 **MBA-BA 02: Integration of Business Function Areas**

Start: 7/1/2013

End: 6/30/2014

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

91% 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

Continue this learning outcome for AY 2014-2015. Have curriculum committee evaluate the baseline level indicating proficiency.

Related Items

There are no related items.

MCA-01: US Laws & FAA

Start: 7/1/2013

End: 6/30/2014

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

Results of Evaluation

87% achieved and 85% or better for the final exam.

Use of Evaluation Results

The final exam questions will continuously be updated to remain relevant to the most current applications of aviation law.

Related Items

There are no related items.

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

Start: 7/1/2013

End: 6/30/2014

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

Results of Evaluation

61.5% correctly identified safety risk in a risk assessment.

70% correctly identified missed safety opportunities and safety issues with pilots swapping legs and seats in a cross country flight.

Use of Evaluation Results

The instructor will consider that not all students in the MCA have flight experience. Examples will be applicable to a broader range of aviation safety and airport issues.

Related Items

There are no related items.

MCA-03: Air Cargo economics and marketing

Start: 7/1/2013

End: 6/30/2014

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](#)

Results of Evaluation

Ch. 3: 77% satisfactorily achieved outcome

Ch. 5: 55% satisfactorily achieved outcome

Ch. 8: 68% satisfactorily achieved outcome

Use of Evaluation Results

Students will be provided additional opportunity to meet this specific outcome and their requirements to meet the learning outcome will be better explained. The textbook does present the knowledge necessary for a student to achieve this outcome.

Related Items

There are no related items.

MCA-04: Human Factors

Start: 7/1/2013

End: 6/30/2014

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](#)

Results of Evaluation

Ch. 4: 74% satisfactorily achieved outcome

Ch. 6: 70% satisfactorily achieved outcome

Ch. 7: 56% satisfactorily achieved outcome

Paper: 82% satisfactorily achieved outcome

Use of Evaluation Results

Students will be provided additional opportunity to meet this specific outcome and their requirements to meet the learning outcome will be better explained. The textbook does present the knowledge necessary for a student to achieve this outcome. Clearly, the paper was the most beneficial in allowing students to meet this outcome.

Related Items

There are no related items.

MPAC 01: LO Auditing Standards

Start: 7/1/2013

End: 6/30/2014

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

Three-fourths of Graduate Accounting majors applied appropriate audit procedures

Use of Evaluation Results

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

Related Items

There are no related items.

MPAC 02: LO Tax Law

Start: 7/1/2013

End: 6/30/2014

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

Three-fourths of Graduate Accounting students composed accurate case law briefs

Use of Evaluation Results

New cases are reviewed each year

Related Items

There are no related items.

Gen Ed Learning Outcomes

CIS_205_GE 04: Inquiry and Technology

Start: 7/1/2013

End: 6/30/2014

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

Students proved their computer literacy through exams on Microsoft Word, Excel, Access, and PowerPoint applications.

1. 85% of the students enrolled in CIS 205 mastered setting tab stops in Microsoft Word 2010.
2. 99.5% of the students enrolled in CIS 205 mastered creating charts in Microsoft Excel.
3. 95% of the students enrolled in CIS 205 mastered creating forms in Microsoft Access 2010.
4. 96% of the students enrolled in CIS 205 mastered updating the Master slide.

Use of Results

Faculty review exam results and determined that different methods of improving learning outcomes.

1. Assign an additional Microsoft Word project including tasks creating and using tab stops.
2. Assign an additional Microsoft Excel project including entering data, applying formulas to the data, and creating pie charts.
3. Assign an additional Microsoft Access project including creating forms using the wizard.
4. Assign an additional Microsoft PowerPoint project update the Master slide.

Related Items

There are no related items.

ECO 210 GE 08: Perspectives

Start: 7/1/2013

End: 6/30/2014

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

Objective 1: 73.6 percent (%) of the students enrolled in ECO 210 answered correctly the unemployment question on Assignment 9.

Objective 1: 52 percent (%) of the students enrolled in ECO 210 answered correctly the GDP question on Assignment 4.

Objective 2: 60.4 percent (%) of the students enrolled in ECO 210 answered correctly the economic fluctuations model problem in assignment 14.

Objective 3: 83.9 percent (%) of the students enrolled in ECO 210 answered correctly question 1 on the roles of money.

Objective 3: 74 percent (%) of the students enrolled in ECO 210 answered correctly question 4 on money in the U.S. economy.

Objective 3: 72.6 percent (%) of the students enrolled in ECO 210 answered correctly question 5 on the Federal Reserve's organization.

Use of Results

Faculty will review test results on these topics to determine if better methods to measure these macroeconomic factors would more accurately indicate students' knowledge. Faculty will also monitor student performance in Spring 2014 to gauge consistency of results and to further inform curriculum decisions.

Related Items

There are no related items.

ECO 211 GE 08: Perspectives

Start: 7/1/2013

End: 6/30/2014

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

Objective 1: 73.4 percent (%) of the students enrolled in ECO 211 answered correctly question 5 (Movements along versus shifts of demand and supply curves).

Objective 1: 67.8 percent (%) of the students enrolled in ECO 211 answered correctly question 6 (Shifts in supply and demand).

Objective 1: 59.6 percent (%) of the students enrolled in ECO 211 answered correctly question 7 (Shifts in demand or supply II).

Objective 2: 82.4 percent (%) of the students enrolled in ECO 211 answered correctly question 3 (Calculating the price elasticity of demand).

Objective 2: 61 percent (%) of the students enrolled in ECO 211 answered correctly question 4 (Using the midpoint method).

Objective 2: 49.6 percent (%) of the students enrolled in ECO 211 answered correctly question 7 (Elasticity and total revenue).

Objective 3: 48.4 percent (%) 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).

Objective 3: 60.5 percent (%) of the students enrolled in ECO 211 will answer correctly question 4 (Profit maximization and loss minimization) on Assignment 13 (Monopoly).

Objective 3: 66 percent (%) of the students enrolled in ECO 211 will answer correctly question 2 (Profit maximization of a seller in a monopolistically competitive market) on Assignment 14 (Monopolistic Competition).

Use of Results

Faculty will use the test and quiz results to evaluate alternate methods to ascertain students' knowledge of these principles of microeconomics. Faculty will also monitor student performance in Spring 2014 to gauge consistency of results and to further inform curriculum decisions.

Related Items

There are no related items.

User Outcomes

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

Start: 7/1/2013

End: 6/30/2014

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.

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Results of Evaluation

Partnerships formed:

- AY 2013-14: 73
- AY 2012-13: 76
- AY 2011-12: 62
- AY 2010-11: 66
- AY 2009-10: 44

Conversations with Entrepreneurs lecture series:

- AY 2012-13: Discontinued
- AY 2011-12: 1
- AY 2010-11: 2
- AY 2009-10: 4

Business counseling sessions:

- AY 2013-14: 69
- AY 2012-13: 79
- AY 2011-12: 70
- AY 2010-11: 53
- AY 2009-10: 63

Student counseling sessions:

- AY 2013-14: 112
- AY 2012-13: 89
- AY 2011-12: 86
- AY 2010-11: 112
- AY 2009-10: 47

Speaking engagements:

- AY 2013-14: 16
- AY 2012-13: 31
- AY 2011-12: 18
- AY 2010-11: 28
- AY 2009-10: 19

Workshops presented:

- AY 2013-14: 16
- AY 2012-13: 13
- AY 2011-12: 15
- AY 2010-11: 22
- AY 2009-10: 18

Workshops developed:

- AY 2013-14: 22
- AY 2012-13: 20
- AY 2011-12: 19
- AY 2010-11: 20
- AY 2009-10: 20

Unit publicity:

- AY 2013-14: 33
- AY 2012-13: 40
- AY 2011-12: 51
- AY 2010-11: 56
- AY 2009-10: 55

- Web page (1)
- Advisory board (1)
- Faculty advisory council (1)

Data regarding the assessment of workshops and training sessions was gathered. Data measured the effectiveness of and satisfaction with the workshops and training sessions as reported by attendees.

Evaluations of workshop and training sessions were measured on a five point scale ranging from strongly agree (5) to strongly disagree (1). The average score for:

- AY 2013-14: 4.91
- AY 2012-13: 4.85
- AY 2011-12: 4.84

The score of 4.91 for AY 2013-14 indicates continued outstanding effectiveness and satisfaction with the workshops and training sessions.

Use of Results and Recommendations

Continue:

- Developing partnerships with stakeholders in the service region
- Business and student counseling sessions
- Speaking engagements
- Workshop development and presentations
- Unit publicity
- Maintain web page
- Maintain relationships with unit and faculty advisory boards

Assessments of the workshops and training sessions indicate outstanding effectiveness of and satisfaction with the workshops and training sessions.

It is clear that stakeholders are well satisfied with the programs being offered given the average score of 4.91 with a score of 5.00 being the highest score available as compared to a score of 4.84 in AY 2012-13.

The unit will continue to provide quality presentations and to evaluate the presentations. Changes will be made based on feedback from stakeholders.

Related Items

There are no related items.

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

Start: 7/1/2013

End: 6/30/2014

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.

Results of Evaluation

Partnerships formed:

- AY 2013-14: 73
- AY 2012-13: 76
- AY 2011-12: 62
- AY 2010-11: 66
- AY 2009-10: 44

Conversations with Entrepreneurs lecture series:

- AY 2012-13: Discontinued
- AY 2011-12: 1
- AY 2010-11: 2
- AY 2009-10: 4

Business counseling sessions:

- AY 2013-14: 69
- AY 2012-13: 79

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- AY 2011-12: 70
- AY 2010-11: 53
- AY 2009-10: 63

Student counseling sessions:

- AY 2013-14: 112
- AY 2012-13: 89
- AY 2011-12: 86
- AY 2010-11: 112
- AY 2009-10: 47

Speaking engagements:

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- AY 2009-10: 20

Unit publicity:

- AY 2013-14: 33
- AY 2012-13: 40
- AY 2011-12: 51
- AY 2010-11: 56
- AY 2009-10: 55

- Web page (1)
- Advisory board (1)
- Faculty advisory council (1)

Data regarding the assessment of workshops and training sessions was gathered. Data measured the effectiveness of and satisfaction with the workshops and training sessions as reported by attendees.

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- AY 2013-14: 4.91
- AY 2012-13: 4.85
- AY 2011-12: 4.84

The score of 4.91 for AY 2013-14 indicates continued outstanding effectiveness and satisfaction with the workshops and training sessions.

Use of Results and Recommendations

Continue:

- Developing partnerships with stakeholders in the service region
- Business and student counseling sessions
- Speaking engagements
- Workshop development and presentations
- Unit publicity
- Maintain web page
- Maintain relationships with unit and faculty advisory boards

Assessments of the workshops and training sessions indicate outstanding effectiveness of and satisfaction with the workshops and training sessions.

It is clear that stakeholders are well satisfied with the programs being offered given the average score of 4.91 with a score of 5.00 being the highest score available as compared to a score of 4.84 in AY 2012-13.

The unit will continue to provide quality presentations and to evaluate the presentations. Changes will be made based on feedback from stakeholders

Related Items

There are no related items.

Unit Goals

ACISF 2015_01: Update our Web Pages

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Update our Web pages for accuracy and relevance.

Evaluation Procedures

Division web pages will be monitored for updates on faculty and student activities and accuracy of program information.

Actual Results of Evaluation



Revisions were made to web pages to provide current and prospective students and alumni with program information. Divisions' Brochures, which lists the sequence in which courses should be taken in each major, were added to the appropriate web pages.

Use of Evaluation Results

Division Chair will continue to monitor the web pages to ensure program information, student activities, curriculum changes, and personnel changes are revised on a timely basis.

Related Items

  **SP4.Ind07: Website**

  **SP4.Ind10: Data Integrity**

  **SP4.Ind12: Publication of University data and information**

ACISF 2015_02: Blended Courses

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Offer Blended Courses through Canvas.

Evaluation Procedures

The number of courses utilizing Canvas internet connections and archiving capabilities.

Actual Results of Evaluation

Two faculty members utilized Canvas' capabilities in their courses. We installed web cameras with microphones in several classrooms and on all computers in one lab.

Use of Evaluation Results

The Division will encourage faculty to use the capabilities built into Canvas.

Related Items

 **SP5.Ind01: Distance Education Offerings**

 **SP5: Improve the quality of life for all constituents**

 **ACISF 2015_03: E-Newsletters**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Send discipline-specific E-newsletters to alumni.

Evaluation Procedures

The number of discipline-specific newsletters created and the favorable responses from readership.

Actual Results of Evaluation

Good and favorable responses to both the Accounting and Computer Information Systems E-Newsletters.

Use of Evaluation Results

All constructive criticism will be applied to the next edition of appropriate newsletters. The Division, in conjunction with the College and DSU Foundation, will seek to expand the number of alumni receiving e-newsletters as a mechanism to inform former graduates and donors of program activities.

Related Items

 **SP5.Ind06: Community Outreach**

 **SP5: Improve the quality of life for all constituents**

 **ACISF 2015_04: SAP Integration**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Integrate SAP, the Enterprise Resource Platform (start to end computer system) that operates 80% of the world's medium (500-5000 employees) and large (5000+employees) businesses, into our curriculum.

Evaluation Procedures

Review of course syllabi in the College for inclusion of SAP topics.





Actual Results of Evaluation

SAP approved the content in one course syllabus, CIS 300.

Use of Evaluation Results

Push SAP into other applicable courses. The Division faculty, in conjunction with the College of Business leadership, will identify other business core courses for SAP inclusion. A couple of faculty members may become qualified to teach TERP 10, a specific SAP professional designation highly regarded by employers.

Related Items

-   **SP1.Ind04: Job placement**
-   **SP3.Ind07: Credentials**

 **ACISF 2015_05: Student Recruitment**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

The Division will participate in the Annual Majors Fair and meet with individual prospective students who visit our campus.

Evaluation Procedures

Brochures describing our curricula and job possibilities will be prepared in both hard copy and electronic formats.

Actual Results of Evaluation

The Division has always participated in the Annual Majors Fair and met with individual prospective students when they visit our campus.

Use of Evaluation Results

The Division realizes that most of our majors come to us from present DSU students. Incoming freshman are not the greatest source of our majors.

Related Items

-   **SP2.Ind02: Retention**
-   **SP2.Ind08: Recruitment activities and improvements**

 **CEBT 2014_01: Faculty, Staff, and Community Participation**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Increase or maintain at the current level faculty, staff, and community participation in Unit activities.

Evaluation Procedures

Measure faculty and community participation in Unit activities and compare to previous years.





Actual Results of Evaluation

	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14
Faculty	3	16	17	18
Community	66	62	76	73

Use of Evaluation Results

The chair of the unit will continue to work with faculty and community stakeholders in an effort to increase participation in Unit activities.

Related Items

-  **SP5.Ind06: Community Outreach**
-  **SP5: Improve the quality of life for all constituents**
-  **SP5.Ind07: Economic Development**
-  **SP5: Improve the quality of life for all constituents**

 **CEBT 2014_02: Increase/Maintain number of partners**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Maintain/Increase the number of partners among Chair and constituents groups.

Evaluation Procedures

Measure partnerships established/maintained and compare to previous year.





Actual Results of Evaluation

AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14
66	62	76	73

Use of Evaluation Results

Results will be used in conjunction with other information to help improve the operations of the unit as it provides valuable information and service to those in the Mississippi Delta who are interested in entrepreneurial activities.

Related Items

-  **SP5.Ind06: Community Outreach**
-  **SP5: Improve the quality of life for all constituents**
-  **SP5.Ind07: Economic Development**
-  **SP5: Improve the quality of life for all constituents**

 **CEBT 2014_03: Student Counseling**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Increase/Maintain the number of student counseling sessions to provide students with information regarding entrepreneurship and small business ventures.

Evaluation Procedures

Review of internal office documents to determine the number student counseling sessions.

Actual Results of Evaluation

AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14
112	86	89	112

Use of Evaluation Results

Student counseling sessions will assist in student success and retention and support Unit activities.

Related Items

  **SP5.Ind07: Economic Development**

  **SP5: Improve the quality of life for all constituents**

 **Goal # 1: Assessment Efforts - SP #1**

Start: 7/1/2013

End: 6/30/2014

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) & satisfaction of accreditation requirements.

Actual Results of Evaluation

- *Conduct Graduate/Alumni Survey during 2013-2014 AY. **Graduate survey will be conducted during the Fall 2014 semester.***
- *College of Business faculty members will partner with Peregrine Academic Services to conduct an assessment of student learning of course contents covered in the business core and each academic major. **Each academic modified unit modified student learning outcomes to ensure accurate and intentioned***

measurable results in conformance with established Delta State University and College of Business priorities. The Peregrine Academic was administered to the Summer I 499 class in June. Results will be analyzed and integrated into curriculum planning in AY 2014-2015.

- *The Department of Commercial Aviation will partner with the University Aviation Association (UAA) to conduct a program review to assist in the preparation of its Self-Study Report and application for AABI accreditation. . This goal was accomplished. Department of Commercial Aviation submitted the Self-Study and was accepted into candidacy in May 2014. A site visit is planned for Fall 2014.*
- *Each academic unit will establish an advisory council with meetings held independently during the 2013-2014 AY, but concurrently thereafter. These councils will assist the units in assessing the relevance of our curriculum and the preparation of our graduates. The Department of Commercial Aviation established an advisory council. Meetings were held in August 2013 and April 2014. The Division of Management, Marketing, & Business Administration and the Division of Accountancy, Computer Information Systems, & Finance will establish advisory councils in AY 2014-2015.*

Use of Evaluation Results

Department of Commercial Aviation will obtain AABI accreditation. A site visit has been planned for Fall 2014. 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.

Related Items

-   **SP1.Ind01: Pass rates: developmental and intermediate courses**
-   **SP1.Ind04: Job placement**
-   **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**
-   **SP1.Ind08: Curriculum Development and Revision**

Goal # 2: Perception of Quality of Academic Programs

Start: 7/1/2013

End: 6/30/2014

Unit Goal

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

Evaluation Procedures

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



Actual Results of Evaluation

- *A 1% increase in graduate & undergraduate course enrollment each year. Undergraduate enrollment increased by 2.57%, while graduate enrollment increased by 24.38%.*
- *A 1% increase in credit hours generated each year. Total credit hour production increased by 13.35% over AY 2012-2013. Graduate credit hour production increased by 34.52%, while undergraduate credit hours increased 6.12%.*

Use of Evaluation Results

- COB faculty will continue to explore 2 plus 2 agreements with community colleges across the State of Mississippi. Initial discussions were held with Gulf Coast Community College concerning 2+2 program. Further discussions are pending DSU & IHL approval of BBA in Applied Business degree.
- Department of Commercial Aviation added Logistics track to its BCA in Commercial Aviation degree.
- College submitted proposals to 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. This effort to obtain funding will continue in FY 2015.
- 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.
- *Continued emphasis on the integration of SAP into our curriculum. We will seek corporate sponsorship of our program. SAP integrated into CIS 300, MGT 327.*
- *Revised the College of Business Lecture Series. College hosted Congressman Bennie Thompson as part of President Inauguration Ceremony. College also sponsored an Entrepreneurship Seminar with Mr. Joe Caruso.*
- *Sought authorization to plan three new undergraduate degrees: BBA in Health Care Administration, BBA in Entrepreneurship, and BBA in Applied Business. Authorization to plan submitted to IHL. Received authorization to plan BBA in Health Care Administration and BBA in Applied Business.*
- Establish a baseline for the number of students employed in a business related field (within 6 months of graduation)
- 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.
- Expand the number of on-line course offerings

Related Items

-  **SP2.Ind01: Enrollment**
-  **SP2.Ind02: Retention**

 **Goal # 3: Quality of the Student Body**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Increase the quality of the student body.

Evaluation Procedures

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

Actual Results of Evaluation

- COB's retention rate from freshmen to sophomore will reach 75% by fall 2014.*

Overall, the College of Business retention rate from Spring 2013 to Fall 2013 was 73.38%; Retention rate from Fall 2013 to Spring 2014 was 80%. The retention rate for first-time freshmen from Spring 2013 to Fall 2013 was 60%, a 3.44% increase over the retention rate experienced between ; Retention rate from Fall 2013 to Spring 2014 was 70%. While the overall retention rate for the College of Business is close or exceeds the goal, this level of success has not been achieved for first-time freshmen. The BSAC will be requested to plan programs to increase contact with the freshmen business majors.

- Undergraduate and graduate students will perform favorably on the Peregrine business exam when compared to national averages.*

The Peregrine Academic Business Exam was administered to the Summer I 499 class in June. Results will be analyzed and integrated into curriculum planning in AY 2014-2015.

Use of Evaluation Results

- College of Business will implement customized software to aid in the advising process.
- College will continue to encourage more student participation in the BSAC and other campus organizations. *College experienced an increase in student participation in the BSAC and its sponsored events. The BSAC sponsored two movie nights for DSU students. The College also sponsored a cook out for DSU students (estimated attended was greater than 200). Sydney Hodnett,*

Accounting major was named to the DSU Hall of Fame. Anderson Brown, General Business Administration major, received the Wayne Blansett Leadership Award.

- *Continued Implementation of the College's three year marketing plan. All academic and outreach units produced and disseminated newsletters to stakeholders.*
- *Enhance college and division/department websites. College and department/division websites were updated.*

Related Items

- ▶  **SP1.Ind02: National / Standardized Test Scores**
- ▶  **SP1.Ind08: Curriculum Development and Revision**
- ▶  **SP2.Ind01: Enrollment**
- ▶  **SP2.Ind02: Retention**
- ▶  **SP2.Ind03: Graduation Rate**
- ▶  **SP3.Ind03: Distance Education training**

Goal # 4 : Quality of Faculty

Start: 7/1/2013

End: 6/30/2014

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 2014-2015. College of Business experienced a 7% increase in the number of faculty with terminal degrees. Accounting professor, Ashley Soliz, scheduled to graduate with Ph.D. in Accounting in Summer 2014. Gwen Meador and Lisa Sandifer achieved ABD status in Spring 2014.*
- *Increase the number of refereed journal articles published each year by the faculty by 5%The College of Business faculty published 6 articles. This represented a slight decline over the number published during AY 2012-2013.*
- *Increase the number of academic/professional conferences presentations/attended by faculty each year by 5%. College of Business faculty gave 21 academic presentations, engaged in 39 community projects in AY 2013-2014. Budget cuts limited the professional development opportunities for faculty.*
- *Increase in the number of professional designations obtained/maintained by 5%. This goal was met. Dr. Billy C. Moore renewed CTP and CFP licensures.*

- *Hire a terminally qualified quantitative, health care administration, and logistics faculty members by AY 2014-2015. Logistics professor was hired. Hiring of quantitative methods faculty member is pending. Proposal submitted to Bolivar Medical Foundation to fund position in Health Care Administration. Funding is pending IHL approval to offer the degree program.*

Use of Evaluation Results

- Enhance recruiting efforts for health care administration discipline when program approved.
- Support University's Diversity Plan. *Minorities represent 36% of the College of Business full-time faculty members.*
- Seek external funding to support faculty positions, research, and teaching initiatives. *College submitted the following proposals for funding: Overcoming Place-Bound Teaching and Economics Challenges Through Technology Proposal submitted to AT&T (\$283,350-Not Funded); Born to Lead (B2L) Proposal submitted to Kellogg Foundation (\$2,953,757 - Not Funded); Teaching Economics, Financial Literacy, & Entrepreneurship Partnership (TEFEP) submitted to Delta Health Alliance (\$1,525,460 - Pending).*

Related Items

-   **SP1.Ind05: Diversity -- access to diverse ideas/programs**
-   **SP3.Ind01: Faculty and staff hiring**
-   **SP3.Ind06: Diversity**
-   **SP3.Ind07: Credentials**

Goal # 5: External Funding for Faculty and Student Support

Start: 7/1/2013

End: 6/30/2014

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 2012-2013). This goal was not achieved. Limited budget resources resulted in a decline in the funds allocated to travel and professional development.*
- *The total number of competitive grant proposals, first time grant writers, & private donations will increase by 10% by AY 2014-2015.*





























This goal was achieved. The following grant proposals were submitted during AY 2013-2014 (Results): Overcoming Place-Bound Teaching and Economics

Challenges Through Technology Proposal submitted to AT&T (\$283,350-Not Funded); Born to Lead (B2L) Proposal submitted to Kellogg Foundation (\$2,953,757 - Not Funded); Laborers to Leaders, A Delta Workforce Initiative Proposal submitted to Foundation for Mid-South (\$440,770 - Not Funded); Blackstone Entrepreneurship Pilot Program (BEPP),An Online Entrepreneurial Program for Vocational & Technical Graduates from four of Mississippi's fifteen Community Colleges submitted to Blackstone Foundation (\$250,000-Not Funded); Laborers to Leaders, A Sunflower County Workforce Investment Initiative (L2L:SCWII) Proposal submitted to Kellogg Foundation - (\$2,343,776 - Not Funded); Cutting & Sewing: Reviving An Industry in the Mississippi Delta Proposal submitted to Wal-Mart Innovation Fund (\$195,536-Not Funded); Coahoma County Business Impact Center (BIC) submitted to Southern Bancorp (\$200,000 - Pending). Teaching Economics, Financial Literacy, & Entrepreneurship Partnership (TEFEP) submitted to Delta Health Alliance (\$1,525,460 - Pending). Debt Education for Business Transformation (DEBTS) proposal submitted to USDA (\$250,000-Funded).

Use of Evaluation Results

- An increase in faculty intellectual contributions and enhanced collaboration among COB faculty and other academic disciplines. *College of Business provided 135 business counseling sessions for students and 70 counseling sessions for businesses. Seventy (70) stakeholder partnerships were established or maintained with local entities. College of Business developed 26 business workshops.*
- Increased internship opportunities for students and faculty. *Number of internship opportunities for College of Business students increased 14.29% from AY 2012-201, from 14 to 16.*
- 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.

Related Items

-   **SP1.Ind04: Job placement**
-   **SP2.Ind01: Enrollment**
-   **SP2.Ind02: Retention**
-   **SP2.Ind03: Graduation Rate**
-   **SP2.Ind07: Scholarships and Aid**
-   **Ind05: Retention of personnel**
-   **SP3.Ind06: Diversity**
-   **SP3.Ind09: Professional development**
-   **SP5.Ind01: Distance Education Offerings**
-   **SP5: Improve the quality of life for all constituents**
-   **SP5.Ind06: Community Outreach**
-   **SP5: Improve the quality of life for all constituents**
-   **SP5.Ind07: Economic Development**
-   **SP5: Improve the quality of life for all constituents**

Goal # 6 : Professional Opportunities for Faculty and Students

Start: 7/1/2013

End: 6/30/2014

Unit Goal

Increase the number of professional practice opportunities for students and faculty.

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 2013-2014.*

College of Business provided 135 business counseling sessions for students and 70 counseling sessions for businesses. Seventy (70) stakeholder partnerships College of Business established or maintained with local entities. College of Business developed 26 business workshops.












- *The number of student internship opportunities will increase by 10% by AY 2014-2015. Number of internship opportunities for College of Business students increased 14.29% from AY 2012-201, from 14 to 16.*

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, Center for Economic Education and Research, and Chair of Entrepreneurship in Business Technology.

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

Related Items

-  **SP1.Ind04: Job placement**
-  **SP1.Ind08: Curriculum Development and Revision**
-  **SP2.Ind02: Retention**
-  **SP2.Ind03: Graduation Rate**
-  **SP3.Ind07: Credentials**
-  **SP3.Ind09: Professional development**
-  **SP4.Ind03: External resources**
-  **SP5.Ind06: Community Outreach**
-  **SP5: Improve the quality of life for all constituents**
-  **SP5.Ind07: Economic Development**
-  **SP5: Improve the quality of life for all constituents**

MMBA 2014_01: Internship Participation

Start: 7/1/2013

End: 6/30/2014

Unit Goal

The division will increase the number of students participating in internship classes by 5%.

Evaluation Procedures

Actual Results of Evaluation

During AY 2013-2014, there was 100% increase in the number of students participating in the internship program compared to the previous AY.

Use of Evaluation Results

The division needs to establish more defined internship program and a structured process to receive internship credit in order for more student to participate in internships.

Related Items

  **SP1.Ind05: Diversity -- access to diverse ideas/programs**

MMBA 2014_02: Scholarship and Service

Start: 7/1/2013

End: 6/30/2014

Unit Goal

100% of the faculty will engage in at least one service activity to the university, college, and division, and participate in at least one scholarly activity.

Evaluation Procedures

Faculty annual reviews will provide information to determine if the goal was met



Actual Results of Evaluation

100% of the division faculty participated in at least one service activity. Seven out of eight (88%) of the faculty participated in at least one scholarly activity.

Use of Evaluation Results

Faculty will be encouraged to partner with other faculty with similar research interested to increase participation in scholarly activity.

Related Items

  **SP3.Ind07: Credentials**

  **SP3.Ind08: Evaluations**

  **SP3.Ind09: Professional development**

MMBA 2014_03: Curricula Evaluation

Start: 7/1/2013

End: 6/30/2014

Unit Goal

The division will evaluate and make changes to curricula to meet stakeholder expectations

Evaluation Procedures

Evaluate curriculum committee meeting information

Actual Results of Evaluation

All curricula committees met during AY 2013-2014. Several changes to the curricula were discussed but the decision was made to wait until the possible changes in the general education curricula were finalized. No changes were made to the unit's curricula during AY 2013-2014.

Use of Evaluation Results

Recommendations to change the curricula will be sent to Academic Council during AY 2014-2015.

Related Items

  **SP1.Ind08: Curriculum Development and Revision**

MMBA 2014_04: Recruitment

Start: 7/1/2013

End: 6/30/2014

Unit Goal

100% of all faculty will attend at least two recruiting events. Faculty will track the potential students with whom they met to determine the choice of institution.

Evaluation Procedures

Faculty annual reviews provided information to determine if the goal was met

Actual Results of Evaluation

100% of faculty attended at least two recruiting events. No formal tracking occurred.

Use of Evaluation Results

Assign a faculty member to develop a formal tracking/follow-up mechanism. Implement formal tracking mechanism and report at the end of fiscal year. This goal will continue for AY 2014-2015.

Related Items

  **SP2.Ind02: Retention**

Delta State University Unit Level Report
Department: College of Business

Section IV.a

Brief Description

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.b

Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.d

Economic Development Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.f

Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.g

Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.h

Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.b

Staff (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.c

Administrators (accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.d

Position(s) requested/replaced with justification

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.e

Recommended Change(s) of Status

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Delta State University Unit Level Report
Department: College of Business

Section VI.a

Changes Made in the Past Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section VI.b

Recommended Changes for the Coming Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

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)	01/15/2014 Approved by	Term Submitted:	Spring 2014
Course Number:	CAV 381	# of Sections:	1
Course Name:	Air Traffic Administration	# of Students:	14
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 80 percent or higher. 2) Students. 3) End of course. 4) Professor.	86 percent of students scored 80 percent or higher on the examination questions. EXCEEDS ASSESSMENT GOAL.	Continue to add historical content to the examination questions to increase rigor. Increase passing score 85 percent.
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 80 percent or higher. 2) Students. 3) End of course. 4) Professor.	100 percent of students scored 80 percent or higher on the examination questions. EXCEEDS ASSESSMENT GOAL.	Increase passing score to 85 percent, add additional content to increase rigor.
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 80 percent or higher. 2) Students. 3) End of course. 4) Professor.	100 percent of students scored 80 percent or higher on the examination questions. EXCEEDS ASSESSMENT GOAL.	Incorporate in-class demonstration by students of proper communications procedures along with examination questions. Increase passing score to 85 percent.
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 80 percent or higher. 2) Students. 3) End of course.	Did not measure this outcome, no questions specific to benefits and drawbacks of the ATC system were included. DOES NOT MEET ASSESSMENT GOAL.	Add at least two embedded test questions in the final exam to measure student's perceptions of benefits and drawbacks of the ATC system with a passing score of 85 percent.

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

Form revised January 6,

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 80 percent or higher. 2) Students. 3) End of course. 4) Professor.	98 percent of students scored 80 percent or higher on examination questions. EXCEEDS ASSESSMENT GOAL.	Continue to add questions about ATC regulations to increase rigor. Increase passing score to 85 percent.
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 80 percent or higher. 2) Students. 3) End of course. 4) Professor.	98 percent of students scored 80 percent or higher on examination questions. EXCEEDS ASSESSMENT GOAL.	Add at least one essay question with a controller separation challenge and ask students to identify a solution. Increase passing score to 85 percent.

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

Comments:

Division Chair Signature

_____ Date:

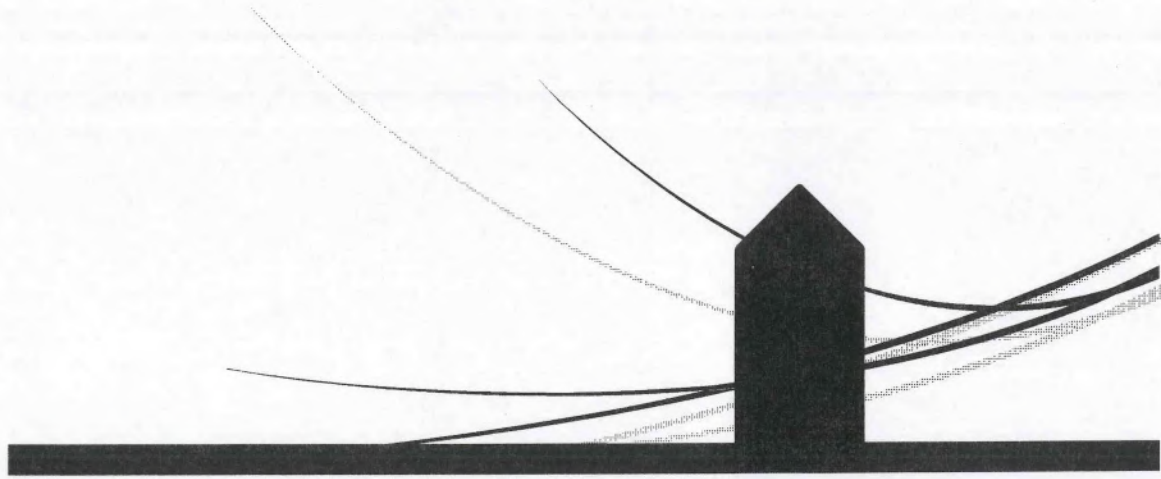
Assessment Committee Chair Signature

_____ Date:

Vice President of Academic Affairs Signature

_____ Date:

The Opportunities of Tupelo Regional Airport

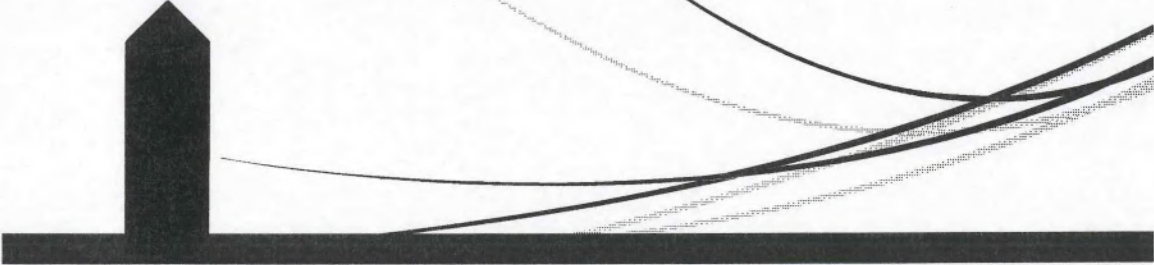




Opportunities of Tupelo Airport

Among the many opportunities that Tupelo has are.

1. Increase flight training
2. Offer Radar validation
3. Better Co-ordination between airports, museums and other attraction sites



Opportunity

#1. Increase flight training

- Increased flight training leads to
 - Availability of potential pilots
 - Each landing and take off performed during flight training is accounted for as an air craft operation and it adds up when it comes to the FAA increasing airport improvement program funding (AIP)

Opportunity

#2. Offer Radar validation

- For Tupelo to have a great future it is important that it involves itself with future prospective technology.
- Being a small airport close to Memphis –it can work hand in hand with Fedex and try out Next Gen products.
- The advantage of this, is that there isn't so many traffic to be affected and the little there is will be highly improved

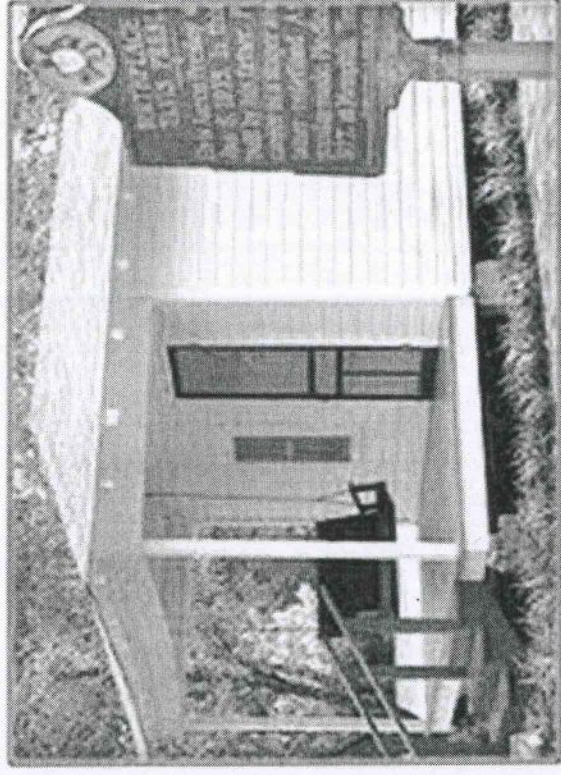


Opportunity

#3. Better Co-ordination between airports and attraction sites

▶ Tupelo has the following attraction sites as attraction sites. If properly advertised this attraction sites can bring potential traffic to the area.

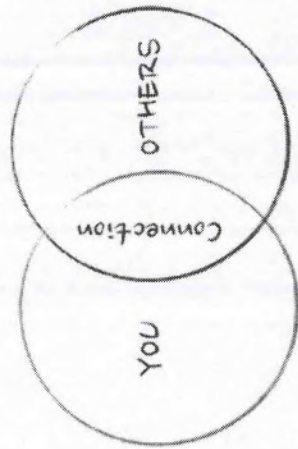
- ▶ Elvis Presley Birthplace and Museum
- ▶ Tupelo Buffalo Park & Zoo
- ▶ Tupelo automobile Museum
- ▶ Tupelo Attraction



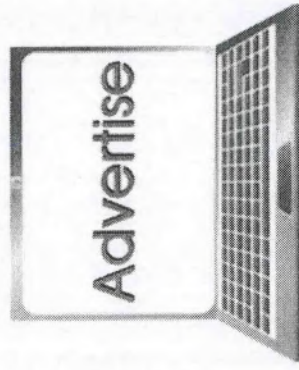
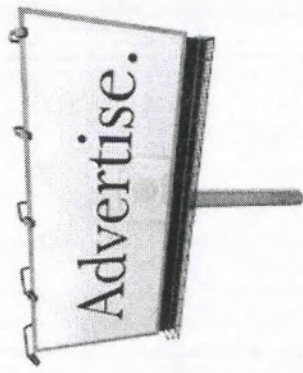
Tapping into these opportunities.


- Knowing potential opportunities is not enough, it is vital to understand ways in which to tap them. This can be done by

- Advertise
- Connection
- Communication
- Building Rapport



Promotions!





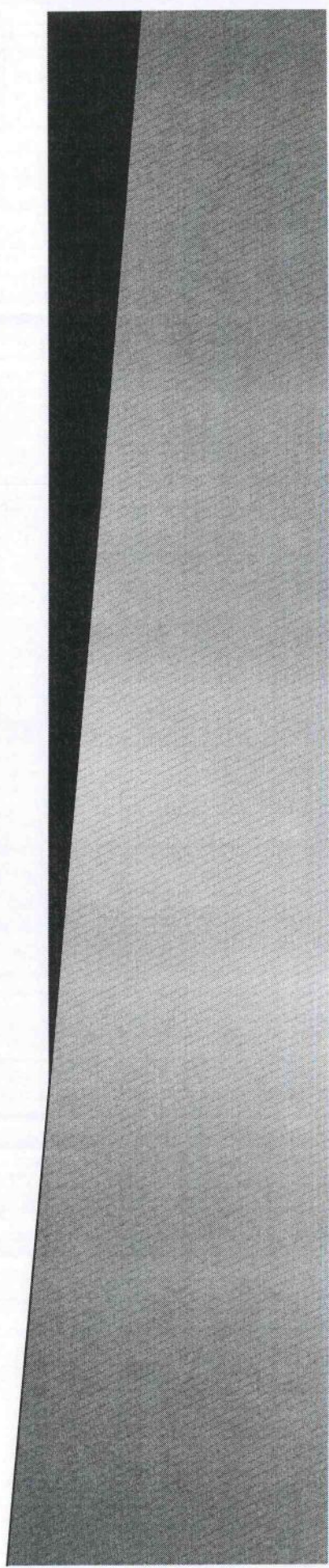
Conclusion

- Knowing opportunities and how to tap them is essential in making improvement and positive progress.
- To ensure improvements do not happen in one particular period, it is important to,
 - Diligent Efforts
 - Follow ups

Small Steps to a Greater Plan

For Tupelo Regional Airport

By: Justin Holt



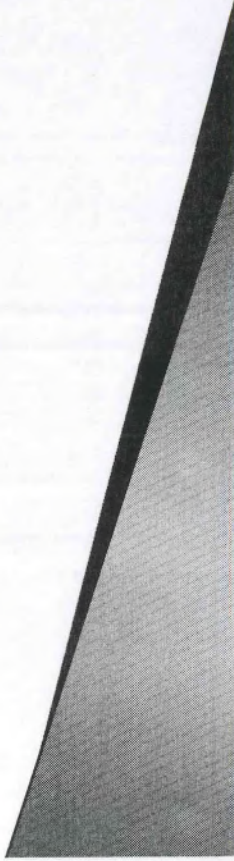
Increase Flight Training

- ▶ Increase airport operations.
- ▶ Which makes the airport more money.
- ▶ The more pilots we train more publicity we receive all over the world.



Attract Industry

- ▶ One of the biggest furniture manufactures in the US.
- ▶ Offer a place to build a hanger.
- ▶ Go out and bring companies to Tupelo with the agreement that they have land at the airport for a hanger or to put their company on.



Easy And Cheap

- ▶ Better coordinate the airport with tourist attractions.
- Brochures
- Maps



Tupelo Regional Airport

Opportunities for the Future

Increase Flight Training

- Increasing flight training could:
 - Be a small cost
 - Increase interest in Aviation
 - Provide more profit for the airport
 - Increase airport traffic
 - Become a tourist attraction for those interested in aviation

Offer Radar Validation

- Offering radar validation could:
 - Enhances situational awareness and safety of the airport
 - Include avian radar validation
 - Help NextGen to modernize the airport
 - Accommodate airport growth
 - Increase airport traffic

Better Coordination Between Airport And Community

- Better coordination between airport And community could:
 - Inform community of the importance of the airport
 - Attract local vendors to the airport
 - Help the airport to advertise local tourism attractions
 - Help the community to advertise the airport

Conclusion

- Increasing flight training, offering radar validation, and having better coordination between airport and community would be
 - The most cost effective opportunities
 - The most beneficial opportunities
 - The most logical opportunities

Date Submitted: (or Resubmitted)	01/15/2014 Approved by	Term Submitted:	Spring 2014
Course Number:	CAV 382	# of Sections:	1
Course Name:	Airport Management	# of Students:	9
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 and project	1) 85 percent of students taking the course will complete the examination question(s) with a 80 percent or higher. 2) Students. 3) End of course. 4) Professor.	78 percent of students scored 80 percent or higher on the examination questions. DOES NOT MEET ASSESSMENT GOAL.	Spend at least one additional class period discussing systems and organizations to increase student 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 80 percent or higher. 2) Students. 3) End of course. 4) Professor.	67 percent of students scored 80 percent or higher on examination questions. DOES NOT MEET ASSESSMENT GOAL.	Spend at least one additional class period discussing the airport environment to increase student understanding.
3	3) Students will interpret airport administration and finances.	Examination questions and project	1) 85 percent of students taking the course will complete the examination question(s) with a 80 percent or higher. 2) Students. 3) End of course. 4) Professor.	78 percent of students scored 80 percent or higher on examination questions. DOES NOT MEET ASSESSMENT GOAL.	Spend at least one additional class period discussing airport administration and finance to increase student 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 80 percent or higher. 2) Students. 3) End of course.	78 percent of students scored 80 percent or higher on examination questions. DOES NOT MEET ASSESSMENT GOAL.	Spend at least one additional class period discussing airport capacity and its effects on operations to increase student 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)	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.

- 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.

- 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.faasafety.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)	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)	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: