**Bachelor of Science in Aviation Science and Management - Advance Flight Track**
**Other Off Campus Location**
**Spring Semester 2018**

## Academic Program Assessment

## Program and Assessment Report Information

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| **Prepared on: 10/2/2018 1:54:44 PM** | **By: edward.weathersbee@mga.edu** |
| **In which college or school is this program located?** | Aviation |
| **Program Type:** | Undergraduate (120 Hours) |
| **Program Name:** | Bachelor of Science in Aviation Science and Management - Advance Flight Track |
| **Reporting Cycle: (Note: Some programs are required to report on a semester basis for reasons of secondary accreditation or a graduate program required to established assessment data before the next five-year report to SACSCOC.)** | Annual Reporting Cycle |
| **Which semester were the data collected and analyzed? If it crossed multiple semesters, select the latest semester of data.** | Spring Semester 2018 |
| **For which campus are these assessments being submitted? A separate assessment report is needed for each location a program is offered.** | Other Off Campus Location |
| **Approximately how many students are in this program at this location?** | 93 |

**Student Learning Outcomes**

**SLO 1**

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| **What is the first student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)** | Student will exhibit knowledge involving application of mathematics, science and applied science to aviation-related disciplines as required by the FAA. |
| **What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)** | Commercial FAA Written test |
| **What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).** | 70% |
| **What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)** | 70 |
| **During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)** | 100 |

**SLO 2**

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|---|---|
| **What is the second student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)** | 2. Students will demonstrate instructional knowledge related to the use of techniques, skills, and modern technology necessary for professional practice as required by the FAA. |
| **What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)** | Fundamentals of Instruction FAA written test |
| **What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).** | 70% |
| **What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)** | 70 |
| **During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)** | 100 |

**SLO 3**

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| **What is the third student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)** | 3. Students will exhibit instructional knowledge in identifying and solving problems |
| **What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)** | Flight Instructor Airplane/Helicopter FAA written exam |
| **What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct)** | 70 |
| **What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)** | 70% |
| **During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)** | 100 |

**SLO 4**

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| **What is the fourth student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)** | N/A |
| **What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)** | N/A |
| **What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).** | N/A |
| **What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)** | 0 |
| **During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)** | N/A |

**Sampling**

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| **How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?** | 25 |

**Evidence of changes based on an analysis of results**

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| **What changes were implemented based on an analysis of the students' performance on these Student Learning Outcomes? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years.)** | The department noticed a change in the emphasis areas to include different areas students were missing on the exam. Most included predicting performance, weather data problems, and instructional techniques. These will be adapted in future ground schools and additional homework chapters for the test prep. The older emphasis areas that improved were due to these same changes in the prior learning cycle. |

Form run:
Wednesday, February 13, 2019