Title.

Middle Georgia State University Academic Program Assessment

Instructions. This form collects assessment information for all academic programs at Middle Georgia State University. Program directors, chairs, or deans, should submit one form each year (or semester) for each academic program and for each site the academic program is offered (https://www.mga.edu/institutional-research/docs/Programs_by_Location.pdf) (i.e. if a program is offered in Macon and Cochran, separate assessments unique to the students enrolled at each location should be submitted). It is essential that improvements based on the assessment are also clearly identified and that the department keeps evidence of those improvements (i.e. new exams, syllabi, instructional tools) when an improvement is identified and implemented. Major changes to curriculum must go through the Academic Affairs process. Student Learning Outcomes (SLO) should match the Assessment Plan and Curriculum Maps found here: https://www.mga.edu/provost/program-histories.php; if they don't please contact OIRDS to update them. NOTE: All fields are required, please place NA or O in response field ONLY if SLO is not being utilized, otherwise full responses are required. Provide ALL necessary information requested to the fullest extent possible, such that a peer reviewer is not required to assume any information not provided. Utilize the provided assessment scoring rubric drafting guideline to evaluate your report prior to submission. https://www.mga.edu/institutional-research/docs/IEB_Academic_Program,_Student_Support,_Advising_Scoring_Card.pdf

Please SUBMIT the form within 30 minutes of opening this page. If you wait too long to submit you may lose your work In the event that you need to edit your submission, you may contact the Faculty Affairs Manager to secure a custom link to edit and resubmit.

Q1. Submitters Email

edward.weathersbee@mga.edu

Q2. For which program is this assessment being submitted? An academic program for this purpose is defined as a major within a degree program (i.e. Bachelor of Arts with a major in English, Bachelor of Science with a major in Chemistry, Associates in Occupational Therapy Assistant).

Certificate in Airport Management

Q3. For which campus is this program assessment being submitted? Note: A separate assessment report is needed for each location a program is offered.

- ◯ Cochran
- ◯ Macon

- ○ Eastman
- ○ Dublin
- ○ Warner Robins
- ◉ Online

Q4. In which College is this program located?

- ○ Arts and Letters
- ◉ Aviation
- ○ Health and Natural Sciences
- ○ Business
- ○ Computing
- ○ Education and Behavioral Sciences

Q5. Program Type

- ○ Graduate
- ◉ Undergraduate
- ○ Certificate

Q6. Which semester were the data collected and analyzed? If across multiple semesters, select the latest semester of data.

- ○ Summer 2023
- ○ Fall 2023
- ◉ Spring 2024

Q7. Approximately how many students are enrolled in this program at this location?

0

8. SLO 1: What is the first Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

Discuss controversial topics such as airport privatization, increased security measures, and public relations

9. SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

AMGT 3203 –Airport Management -Final Exam

10. SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

70% of all students will earn an average grade of 80% or better

11. SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Past performance data

12. SLO 1: 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)

0

13. SLO 1: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

There is not a sufficient number of students in the certificate that took this course (0) to be able to assess the effectiveness of our learning outcomes

14. SLO 2: What is the second Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

Demonstrate an understanding of the key components of airport planning, master planning and construction considerations

15. SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

AMGT 3205 –Airport Planning and Construction - Final Exam

16. SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

70% of all students will earn an average grade of 80% or better

17. SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Past performance data

18. SLO 2: 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)

0

19. SLO 2: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

There is not a sufficient number of students in the certificate that took this course (0) to be able to assess the effectiveness of our learning outcomes.

20. SLO 3: What is the third Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

Locate and identify applicable regulations for airports

21. SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

AERO 2105 –Aviation Regulations -Final Exam

22. SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

70% of all students will earn an average grade of 80% or better

23. SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Past performance data

24. SLO 3: 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)

0

25. SLO 3: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

There is not a sufficient number of students in the certificate that took this course (0) to be able to assess the effectiveness of our learning outcomes.

26. SLO 4: What is the fourth Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

N/A

27. SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

N/A

28. SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

N/A

29. SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

N/A

30. SLO 4: 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

31. SLO 4: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

N/A

Q40A. Did you change or update any SLO's this past year? If so, please indicate which number(s) above have changed and provide a rationale for the change.

No

Q41. List each program concentration or track within the larger academic program and clearly articulate the expected learning outcomes. (If distinct note them distinctly, if common restate).

N/A

Q42. How do you collect and report data on the achievement of these learning outcomes for each program concentration or track?

End of course evaluations

Q43. Report and analyze the learning outcomes associated with each program concentration or track

N/A

32. How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? (Provide Number)

0

33. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/strategic-plan/docs/Strategic_Plan_2023-2028.pdf) by checking all associated and relevant Strategies from the list below. (Check all the apply)

- [x] Champion Student Success 1. Demonstrate standards of excellence in all academic programs
- [ ] Champion Student Success 2. Grow student engagement at all degree levels
- [ ] Champion Student Success 3. Expand enrollment and graduation
- [ ] Lead Innovation and Economic Opportunity 4. Ensure high-demand programs for workforce and career alignment
- [ ] Lead Innovation and Economic Opportunity 5. Use Center for Middle Georgia Studies to drive University outreach
- [ ] Lead Innovation and Economic Opportunity 6. Coordinate faculty scholarship and grant awards to build University reputation
- [ ] Build Culture and Identity 7. Plan, resource, and promote campus roles and identities
- [ ] Build Culture and Identity 8. Pursue great-place/college -to-work designation
- [ ] Build Culture and Identity 9. Promote culture of wellness throughout the MGA community
- [ ] Build Culture and Identity 10. Compete and win at the NCAA Division II level
- [ ] Sustain Fiscal Resilience and Brand Value 11. Apply data-driven accountability to all operations
- [ ] Sustain Fiscal Resilience and Brand Value 12. Maintain access, affordability and value for all students
- [ ] Sustain Fiscal Resilience and Brand Value 13. Grow and diversity streams of revenue

34. Please indicate which of the following actions you took as a result of the 2022/2023 Assessment Cycle **(prior cycle)** (Note: These actions are documented in reports, memos, emails, meeting minutes, or other

directives within the reporting area)(Check all the apply)

- [ ] Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community
- [ ] Disseminating/Discussing Assessment Results/Feedback to Appropriate External Stakeholders
- [ ] Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistance
- [ ] Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc Operational Processes
- [ ] Request for Additional Financial or Human Resources
- [ ] Customer Service Changes: Communication, Services, etc
- [ ] Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other
- [ ] Evaluating and/or Revising the Reporting Lines Internal Assessment Processes
- [x] Other: None. There are no students currently enrolled in this certificate program.

35. Please indicate which of the following actions you will take as a result of the 2023/2024 Assessment Cycle **(current cycle)** (Note: These actions must be documented in reports, memos, emails, meeting minutes, or other directives within the reporting area)(Check all the apply)

- [ ] Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community
- [ ] Disseminating/Discussing Assessment Results/Feedback to Appropriate External Stakeholders
- [ ] Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistance
- [ ] Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc Operational Processes
- [ ] Request for Additional Financial or Human Resources
- [ ] Customer Service Changes: Communication, Services, etc
- [ ] Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other
- [ ] Evaluating and/or Revising the Reporting Lines Internal Assessment Processes
- [x] Other: None. There are no students currently enrolled in this certificate program

36. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc)

Low-Cost No-Cost Books

37. Please provide a **comprehensive narrative** outlining how assessment results are utilized for continuous improvement in this field. Your narrative **should be of sufficient length and detail** to address the past, present, and future aspects of assessment, with specific emphasis on how these results inform decision-making and drive improvement efforts.

There is not a sufficient number of students in the certificate to be able to assess the effectiveness of our learning outcomes.

38. Optional: The following upload portal is available to supplement your report with supportive documentation should you wish to provide any (instruments, data, etc).