

Unit:    User Name:

## Assessment Plan 2003-2004

Unit: General Education, DB

Plan Period: 2003-2004

### Step 1: Expanded Statement of Institutional Purpose

[Link to University Mission Statement](#)[University Goals and Objectives](#)[Unit Mission Statement](#)

### Step 2-5: Outcomes, Measurement Approaches, Assessment Results, Use of Results

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## Link to University Mission Statement (Step 1)

**University Mission Statement** Embry-Riddle Aeronautical University is an independent, nonsectarian, non-profit, coeducational university with a history dating back to the early days of aviation. The university serves culturally diverse students motivated toward careers in aviation and aerospace. Residential campuses in Daytona Beach, Florida, and Prescott, Arizona, provide education in a traditional setting, while an extensive network of extended campus centers throughout the United States and abroad serves civilian and military working adults. It is the purpose of Embry-Riddle to provide a comprehensive education to prepare graduates for productive careers and responsible citizenship with special emphasis on the needs of aviation, aerospace, engineering and related fields. To achieve this purpose, the university is dedicated to the following:

- To offer undergraduate and graduate degree programs that prepare students for immediate productivity and career growth while providing a broad-based education with emphasis on communication and analytical skills.
- To develop mature, responsible graduates capable of examining, evaluating and appreciating the economic, political, cultural, moral and technological aspects of humankind and society, and to foster a better understanding of the workings of the free enterprise system and its social and economic benefits, and of the profit motive, as vital forces to the potential of individuals and groups.

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## University Goals and Objectives (Step 1)

### University Goals and Objectives

#### **Educational Excellence**

UNIVERSITY OBJECTIVE: Design academic programs to accommodate the appropriate balance between education in the major or discipline, and life and leadership skills, and maintain a strong general education program in the baccalaureate degree, while providing flexibility to accommodate special interests through electives.

## Unit Mission Statement (Step 1)

### Unit Mission Statement

The General Education requirements are intended to help students lead meaningful, responsible lives in a complex democratic society. To be able to do this, graduates must possess the literacy skills necessary to give, receive, and interpret information effectively. They must also possess the inquiry skills necessary to understand, evaluate and synthesize information for the purpose of solving problems and making appropriate decisions. To accomplish these goals, students must complete courses in the physical and/or biological sciences, humanities, social sciences, writing and speaking skills, mathematics and computing disciplines, and multicultural studies.

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## Step 2-5: Outcomes, Measurement Approaches, Assessment Results, Use of Results

<p><b>Step 2</b></p>	<p><b>Outcome Title</b> Develop political and economic awareness</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University students of the Daytona Beach campus adequately develop political and economic awareness.</p>
<p><b>Step 3</b></p>	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b></p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> NO DATA</p> <p><b>Participants and Roles</b> J. Libbey or replacement will view in February 2004 Tables B-25 and B-26 of Alumni Survey 2002.</p> <p><b>Other Details</b> NO DATA</p> <p><b>Criterion for Success</b> Eighty percent of Embry-Riddle graduates will rate their preparation to develop political and economic awareness as good, very good, or excellent on their alumni feedback survey with no more than twenty percent indicating their skills in this area were not useful.</p> <p><b><u>Measurement Approach 2</u></b></p> <p><b>Means of Assessment</b></p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> NO DATA</p> <p><b>Participants and Roles</b> J. Libbey or replacement will view in February 2004 Table B-17 of Employer Feedback Survey 2002.</p> <p><b>Other Details</b> NO DATA</p>

	<p><b>Criterion for Success</b></p> <p>Eighty percent of employers will rate their Embry-Riddle graduates' competence to develop political and economic awareness as good, very good, or excellent on their employer feedback surveys.</p>
Step 4	<p><b>Criterion for Success #1:</b></p> <p>Eighty percent of Embry-Riddle graduates will rate their preparation to develop political and economic awareness as good, very good, or excellent on their alumni feedback survey with no more than twenty percent indicating their skills in this area were not useful.</p> <p><b>Results #1:</b></p> <p>Thirty-eight percent of the 2001 graduates (surveyed in 2002) reported that their preparation in political and economic awareness was poor or very poor. However, only 17 percent of the same graduates felt that this awareness was not useful, leaving seventy percent of the respondents mentioning that economic and political awareness in post-9/11 America was somewhat useful or very useful. (IR Alumni Survey, 2004, slides #7 &amp; 8)</p> <p><b>Criterion for Success #2:</b></p> <p>Eighty percent of employers will rate their Embry-Riddle graduates' competence to develop political and economic awareness as good, very good, or excellent on their employer feedback surveys.</p> <p><b>Results #2:</b></p> <p>The employers of our 2000 graduates felt that economic and political awareness was somewhat useful (80%) or very useful (13.3%) on the job, and they seemed pleased to find that over 90% of the ERAU graduates to be well or very well prepared in this area. (IR Employer Feedback Survey, 2002)</p>
Step 5	<p><b>Have assessment results been used to make improvements?</b></p> <p><input type="radio"/> Yes</p> <p><input checked="" type="checkbox"/> Other (specify)</p> <p>Summer Abroad courses now include both global economics and politics</p> <p><b>Description:</b></p> <p>While no additional courses have been required in this area, currency in the traditional economics and political science courses has been given priority emphasis. Lower percentage expectations were set for both alumni and employer respondents in the areas of humanities/ethics/social science awareness. These lower levels were surpassed in the ratings of ERAU graduates, but a more concerted effort in addressing these important elements of General Education must be directed toward changes in the core curriculum for all undergraduates.</p> <p><b>Is additional assessment of this outcome required?</b></p> <p><input type="radio"/> Yes</p> <p><b>Description:</b></p> <p>Alumni and employer surveys will be examined next year. The senior student survey and capstone course evaluation results will be added to this data analysis.</p> <p><b>Will assessment results be used to support any initiatives in future strategic planning?</b></p> <p><input type="radio"/> No</p>

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Step 2	<p><b>Outcome Title</b></p> <p>Preparation in critical thinking skills</p> <p><b>Outcome Statement</b></p>
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Embry-Riddle Aeronautical University students of the Daytona Beach campus are adequately prepared in critical thinking skills.

### **Measurement Approach 1**

#### **Means of Assessment**

#### **Further Description:**

##### **Timeframe of Data Collection**

NO DATA

##### **Participants and Roles**

J. Libbey or replacement will view in February 2004 Tables B-25 and B-26 of Alumni Survey 2002.

##### **Other Details**

NO DATA

#### **Criterion for Success**

Eighty percent of graduating Embry-Riddle graduates will rate their ability to think critically as good, very good, or excellent on the alumni feedback surveys, with less than twenty percent rating these skills as not useful.

### **Step 3**

### **Measurement Approach 2**

#### **Means of Assessment**

#### **Further Description:**

##### **Timeframe of Data Collection**

NO DATA

##### **Participants and Roles**

J. Libbey or replacement will view in February 2004 Table B-17 of Employer Feedback Survey 2002.

##### **Other Details**

NO DATA

#### **Criterion for Success**

Eighty percent of employers will rate Embry-Riddle graduates' preparation for critical thinking skills as good, very good, or excellent on their employer feedback surveys.

#### **Criterion for Success #1:**

Eighty percent of graduating Embry-Riddle graduates will rate their ability to think critically as good, very good, or excellent on the alumni feedback surveys, with less than twenty percent rating these skills as not useful.

#### **Results #1:**

Seventy-six percent of the 2001 graduates believed that their ERAU preparation in critical thinking skills was good or very good. All but 1 percent recognized that critical think was useful (26%) or very useful (73%). That there was even a single percent of graduate respondents that found critical thinking not useful to employment is rather odd. (IR Alumni Survey, 2004, Slides #5 & #3)

### **Step 4**

#### **Criterion for Success #2:**

Eighty percent of employers will rate Embry-Riddle graduates' preparation for critical thinking skills as good, very good, or excellent on their employer feedback surveys.

#### **Results #2:**

Employers rated over 93% of the class of 2000 as good, very good, or excellent in critical thinking skills. These same skills were highly valued by the employers, having rated them as 100% useful or very useful in the world of work. This was 5% higher than these same employers rated graduates from other educational institutions. (IR Employer Feedback Survey, 2002)

**Have assessment results been used to make improvements?**

Step 5	<p><input type="radio"/> No</p> <p><b>Is additional assessment of this outcome required?</b></p> <p><input type="radio"/> No</p> <p><b>Will assessment results be used to support any initiatives in future strategic planning?</b></p> <p><input type="radio"/> No</p>
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Step 2	<p><b>Outcome Title</b> Preparation in non-technical writing skills</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University students of the Daytona Beach campus are adequately prepared in non-technical writing skills.</p>
Step 3	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b></p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> NO DATA</p> <p><b>Participants and Roles</b> J. Libbey or replacement will view in February 2004 Tables B-25 and B-26 of Alumni Survey 2002.</p> <p><b>Other Details</b> NO DATA</p> <p><b>Criterion for Success</b> Eighty percent of Embry-Riddle graduates will rate their general non-technical writing preparation as good, very good, or excellent on their alumni feedback survey with no more than twenty percent indicating their non-technical writing skills were not useful.</p> <p><b><u>Measurement Approach 2</u></b></p> <p><b>Means of Assessment</b></p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> NO DATA</p> <p><b>Participants and Roles</b> J. Libbey or replacement will view in February 2004 Table B-17 of Employer Feedback Survey 2002.</p> <p><b>Other Details</b> NO DATA</p> <p><b>Criterion for Success</b> Eighty percent of employers will rate their Embry-Riddle graduates' general non-technical writing competence as good, very good, or excellent on their employer feedback surveys.</p>
	<p><b>Criterion for Success #1:</b> Eighty percent of Embry-Riddle graduates will rate their general non-technical writing preparation as good, very</p>

Step 4	<p>good, or excellent on their alumni feedback survey with no more than twenty percent indicating their non-technical writing skills were not useful.</p> <p><b>Results #1:</b> Twenty-six percent of the class of 2001 rated their non-technical writing skills as average or below, leaving seventy-four percent of these graduates feeling confident about their non-technical writing preparation from ERAU. Forty-three percent reported those skills as good and thirty-one percent rated their preparation in non-technical writing skills as very good.</p> <p><b>Criterion for Success #2:</b> Eighty percent of employers will rate their Embry-Riddle graduates' general non-technical writing competence as good, very good, or excellent on their employer feedback surveys.</p> <p><b>Results #2:</b> Employers found ERAU graduates from the class of 2000 to be competent non-technical writers. Eighty-two percent rated them good, very good, or excellent (14%), leaving only 16% in the fair category. Employers believe these skills to be important, too, rating them as useful or very useful at the ninety-two percent level.</p>
Step 5	<p><b>Have assessment results been used to make improvements?</b></p> <p><input checked="" type="radio"/> Yes</p> <p><input checked="" type="checkbox"/> Other (specify) Computer-taught sections of freshman English were increased.</p> <p><b>Description:</b> Assignments have increased in complexity and number due to the infusion of advanced word processing into the non-technical writing classes. Students must complete the two prerequisite non-technical writing courses before being able to register online for technical report writing.</p> <p><b>Is additional assessment of this outcome required?</b></p> <p><input checked="" type="radio"/> Yes</p> <p><b>Description:</b> Since alumni assessment of their own non-technical writing competence falls beneath the projected percentages, more emphasis will not only be placed on the composition course requirement, but also on writing competence measures in senior classes. Research writing will be given greater weight in the capstone courses.</p> <p><b>Will assessment results be used to support any initiatives in future strategic planning?</b></p> <p><input checked="" type="radio"/> Yes</p> <p><b>Briefly describe assessment result:</b> Capstone courses must have their final projects evaluated by communications faculty as a follow-up to the measurements taken in technical report writing.</p> <p><b>Classify the results as one of the following:</b></p> <p><input checked="" type="radio"/> Weakness</p>

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Step 2	<p><b>Outcome Title</b> Preparation in oral communication skills</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University students of the Daytona Beach campus are adequately prepared in oral</p>
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communication skills.

### **Measurement Approach 1**

#### **Means of Assessment**

#### **Further Description:**

##### **Timeframe of Data Collection**

NO DATA

##### **Participants and Roles**

J. Libbey or replacement will view in February 2004 Tables B-25 and B-26 of Alumni Survey 2002.

##### **Other Details**

NO DATA

#### **Criterion for Success**

Eighty percent of Embry-Riddle graduates will rate their ability to speak before an audience as good, very good, or excellent on the alumni feedback surveys, with less than twenty percent rating these skills as not useful.

### **Step 3**

### **Measurement Approach 2**

#### **Means of Assessment**

#### **Further Description:**

##### **Timeframe of Data Collection**

NO DATA

##### **Participants and Roles**

J. Libbey or replacement will view in February 2004 Table B-17 of Employer Feedback Survey 2002.

##### **Other Details**

NO DATA

#### **Criterion for Success**

Eighty percent of employers will rate Embry-Riddle graduates' preparation for speaking before an audience as good, very good, or excellent on their employer feedback surveys.

### **Step 4**

#### **Criterion for Success #1:**

Eighty percent of Embry-Riddle graduates will rate their ability to speak before an audience as good, very good, or excellent on the alumni feedback surveys, with less than twenty percent rating these skills as not useful.

#### **Results #1:**

Preparation for speaking on the job was not rated as highly as most of the other skills categories. Thirty-five percent of the 2001 Daytona Beach Campus graduates felt that their oral communication skills were average or below, leaving sixty-five percent rating their speaking skills as good or very good. These respondents felt that being able to speak before an audience was useful (38%) or very useful (50%), Stage fright seems to continue into the working environment.

#### **Criterion for Success #2:**

Eighty percent of employers will rate Embry-Riddle graduates' preparation for speaking before an audience as good, very good, or excellent on their employer feedback surveys.

#### **Results #2:**

Employers of the 2000 graduates believed that speaking before an audience was important. Sixty-six percent found public speaking useful and another twenty six percent rated speaking skills as very useful. The ERAU graduates were seen as significantly stronger in speaking before an audience than graduates from other institutions. Seventy-eight percent of the ERAU graduates were given a very good or excellent rating by the employers. Only twenty-seven percent of other graduates received these high ratings.

**Have assessment results been used to make improvements?**

Yes

**Description:**

Speech classes have become more rigorous and new assignments tend to reflect the nature of speaking tasks that would be found in the workplace. A new communications elective - advanced communications - and a debating squad have added emphasis to the skills required to speak in front of an audience.

**Is additional assessment of this outcome required?**

Yes

**Description:**

Speaking anxiety continues to produce low results in alumni opinion of themselves. This communication skill needs to be followed for at least two more years.

**Will assessment results be used to support any initiatives in future strategic planning?**

No

Step 5

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Step 2	<p><b>Outcome Title</b> Preparation in technical writing skills</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University students of the Daytona Beach campus are adequately prepared in technical writing skills.</p>
Step 3	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b></p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> NO DATA</p> <p><b>Participants and Roles</b> J. Libbey or replacement will view in February 2004 Tables B-25 and B-26 of Alumni Survey 2002.</p> <p><b>Other Details</b> NO DATA</p> <p><b>Criterion for Success</b> Eighty percent of Embry-Riddle graduates will rate their technical writing skills preparation as good, very good, or excellent on their alumni feedback survey with no more than twenty percent indicating their technical writing skills were not useful.</p> <p><b><u>Measurement Approach 2</u></b></p> <p><b>Means of Assessment</b></p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> NO DATA</p> <p><b>Participants and Roles</b> J. Libbey or replacement will view in February 2004 Table B-17 of Employer Feedback Survey 2002.</p> <p><b>Other Details</b></p>

**NO DATA**

**Criterion for Success**

Eighty percent of employers will rate their Embry-Riddle graduates' technical writing competence as good, very good, or excellent on their employer feedback surveys.

**Criterion for Success #1:**

Eighty percent of Embry-Riddle graduates will rate their technical writing skills preparation as good, very good, or excellent on their alumni feedback survey with no more than twenty percent indicating their technical writing skills were not useful.

**Results #1:**

Eighty-two percent of respondents from the class of 2001 rated technical writing skills as very useful or somewhat useful in their daily employment, but only seventy-four percent of them thought that their ERAU preparation in technical writing was good or very good. Thirty-three percent thought that their preparation was simply average. (IR Alumni Survey, 2004)

**Step 4**

**Criterion for Success #2:**

Eighty percent of employers will rate their Embry-Riddle graduates' technical writing competence as good, very good, or excellent on their employer feedback surveys.

**Results #2:**

Employers rated technical writing skills as very important in the workplace; ninety-two percent thought that this skill was somewhat useful or very useful. When these employers of the class of 2000 evaluated graduates from non-ERAU institutions they indicated that ninety-percent of the employees were good writers, but only six percent of them were very good and none of them were excellent. ERAU graduates, however, had sixty-four percent good writers, fourteen percent were very good writers and another fourteen percent were excellent technical writers.

**Have assessment results been used to make improvements?**

**Yes**

**Description:**

Increased emphasis has been given to computer produced imaging and online assignment completion, making the technical report writing classes more rigorous. These tools are being applied to upper-level courses that require the production of technical documents.

**Is additional assessment of this outcome required?**

**Yes**

**Description:**

Employers rank technical writing skills very highly, yet Alumni consider their technical writing preparation to be less than projected. Continued assessment is definitely warranted.

**Step 5**

**Will assessment results be used to support any initiatives in future strategic planning?**

**Yes**

**Briefly describe assessment result:**

Advanced technical writing classes will be offered. Capstone courses in each program will have their final projects reviewed for writing clarity by communications faculty.

**Classify the results as one of the following:**

**Weakness**

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