

Unit: User Name:

Assessment Plan 2005-2006

Unit: General Education, DB

Plan Period: 2005-2006

Step 1: Expanded Statement of Institutional Purpose

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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.

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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

Step 2	<p>Outcome Title Capstone course faculty evaluation of student communication skills competencies. (2004-05)</p> <p>Outcome Statement Students in the capstone courses for all programs will be evaluated by their professor in writing, speaking and critical thinking skills. Seventy-five percent of capstone course students will demonstrate satisfactory levels of competence in report writing, presentation delivery, critical thinking, computational analysis, and socio-economic awareness. (2004-05)</p>
Step 3	<p>Measurement Approach 1</p> <p>Means of Assessment</p> <ul style="list-style-type: none"> ● Capstone course / senior design project <p>Further Description:</p> <p>Timeframe of Data Collection At the conclusion of the Spring Term 2004, capstone course faculty will complete a General Education questionnaire for each senior student. The results will be analyzed by a General Education committee.</p> <p>Participants and Roles Capstone course faculty teaching in each program will give their the completed questionnaires to GenEd Committee members.</p> <p>Other Details Results of the GenEd evaluations for capstone course students will help to determine necessary changes in the General Education requirements of the University.</p> <p>Criterion for Success Seventy-five percent of all capstone course students will score at the satisfactory level or higher on the Capstone Course General Education Evaluation Form.</p> <p>Measurement Approach 2</p> <p>Means of Assessment</p> <ul style="list-style-type: none"> ● Capstone course / senior design project <p>Further Description:</p> <p>Timeframe of Data Collection NO DATA</p> <p>Participants and Roles NO DATA</p> <p>Other Details NO DATA</p> <p>Criterion for Success</p>
Step 4	NO DATA AVAILABLE
Step 5	NO DATA AVAILABLE

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Step 2	<p>Outcome Title Develop political and economic awareness</p> <p>Outcome Statement Embry-Riddle Aeronautical University students of the Daytona Beach campus adequately develop political and economic awareness.</p>
Step 3	<p>Measurement Approach 1</p> <p>Means of Assessment</p> <p>Further Description:</p> <p>Timeframe of Data Collection Whenever IR alumni and employer feedback data becomes available.</p> <p>Participants and Roles Jim Cunningham will collect and report data to the rest of the faculty.</p> <p>Other Details</p> <p>Criterion for Success 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>Measurement Approach 2</p> <p>Means of Assessment</p> <p>Further Description:</p> <p>Timeframe of Data Collection Whenever IR employer feedback data becomes available.</p> <p>Participants and Roles Jim Cunningham will collect and report data to the faculty.</p> <p>Other Details</p> <p>Criterion for Success 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	NO DATA AVAILABLE
Step 5	NO DATA AVAILABLE

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Step 2	<p>Outcome Title Mathematics and computational skills will be assessed</p> <p>Outcome Statement Eighty-percent of alumni and employers of ERAU alumni will rate computational mathematics skills as equal to or higher than the same skills of employees who have graduated from other institutions.</p>
Step 3	<p>Measurement Approach 1</p> <p>Means of Assessment</p> <p>Further Description:</p> <p>Timeframe of Data Collection Within a two year timeframe, alumni will be surveyed in terms of their preparation for computational math skills in the world of work.</p> <p>Participants and Roles IR will collect data from alumni two years after graduation.</p> <p>Other Details NO DATA</p> <p>Criterion for Success Self-assessment of alumni and employer assessment of ERAU graduates in their employ will rate alumni computational mathematics skills as equal to or higher than comparable employees who graduated from other institutions.</p>
Step 4	NO DATA AVAILABLE
Step 5	NO DATA AVAILABLE

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Step 2	<p>Outcome Title Preparation in technical writing skills</p> <p>Outcome Statement Embry-Riddle Aeronautical University students of the Daytona Beach campus are adequately prepared in technical writing skills.</p>
Step 3	<p>Measurement Approach 1</p> <p>Means of Assessment</p> <p>Further Description:</p> <p>Timeframe of Data Collection NO DATA</p> <p>Participants and Roles J. Libbey or replacement will view in February 2004 Tables B-25 and B-26 of Alumni Survey 2002.</p> <p>Other Details NO DATA</p> <p>Criterion for Success 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>Measurement Approach 2</p> <p>Means of Assessment</p> <p>Further Description:</p> <p>Timeframe of Data Collection NO DATA</p> <p>Participants and Roles J. Libbey or replacement will view in February 2004 Table B-17 of Employer Feedback Survey 2002.</p> <p>Other Details NO DATA</p> <p>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.</p>
Step 4	NO DATA AVAILABLE
Step 5	NO DATA AVAILABLE

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Step 2	<p>Outcome Title Working in Groups/Teams</p> <p>Outcome Statement Graduates will be competent communicators and active participants in task oriented groups.</p>
Step 3	<p>Measurement Approach 1</p> <p>Means of Assessment</p> <ul style="list-style-type: none"> ● ERAU Alumni Survey (Details) <p>Further Description:</p> <p>Timeframe of Data Collection Data will be collected from Alumni and from Employers of ER graduates every other yeae.</p> <p>Participants and Roles Alumi will be surveyed regarding their active skills and their ERAU preparation in group/teaming activities.</p> <p>Other Details NO DATA</p> <p>Criterion for Success Eighty percent of Alumni and seventy percent of Employers will rate the group/team working skills as good or excellent.</p>
Step 4	NO DATA AVAILABLE
Step 5	NO DATA AVAILABLE

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