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Unit: User Name:

Assessment Plan 2006-2007

Unit: General Education, DB
Plan Period: 2006-2007

Step 1: Expanded Statement of Institutional Purpose
Link to University Mission Statement
Unit Mission Statement
Step 2-5: Outcomes, Measurement Approaches, Assessment Results, Use of Results
Capstone course faculty evaluation of student communication skills competencies. (2004-05)
Develop political and economic awareness
Mathematics and computational skills will be assessed
Preparation in technical writing skills
Working in Groups/Teams

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 learning centers throughout the United States and abroad serves civilian and military working adults through ERAU-Worldwide. 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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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 posses the literacy skills necessary to give, receive, and interpret information effectively. They must also posses 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.

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

Step 2	**Outcome Title** Capstone course faculty evaluation of student communication skills competencies. (2004-05) **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)

Step 3	**Measurement Approach 1**
	
	Means of Assessment
	
	⬤ Capstone course / senior design project
	
	Further Description:
	
	  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.
	
	  Participants and Roles
	  Capstone course faculty teaching in each program will give their the completed questionnaires to GenEd Committee members.
	
	  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.
	
	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.
	
	Measurement Approach 2
	
	Means of Assessment
	
	⬤ Capstone course / senior design project
	
	Further Description:
	
	    Timeframe of Data Collection
	    NO DATA
	    Participants and Roles
	    NO DATA
	    Other Details
	    NO DATA
	Criterion for Success

	Criterion for Success #1: Seventy-five percent of all capstone course students will score at the satisfactory level or higher on the

Step 4	Capstone Course General Education Evaluation Form. **Results #1:** Capstone courses have just this year been established for each academic program on the Daytona Campus. Common measurements are being coordinated among colleges. **Criterion for Success #2:** **Results #2:**
Step 5	**Have assessment results been used to make improvements?** 🔴 **Yes** ✔ Curriculum modifications **Description:** Now that all of the degree programs offered on the Daytona Beach campus have designated capstone courses, program coordinators and academic administrators have begun to assign specific general education goals and outcomes for end of course measurements. **Do assessment results indicate any critical improvements that must be made in the next fiscal year?** 🔴 **Yes - planned improvements can be made without new funds** **Description:** Assessment measurements in targeted areas (writing, speaking, computational, etc.) need to be developed and implemented.

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Step 2	**Outcome Title** Develop political and economic awareness **Outcome Statement** Embry-Riddle Aeronautical University students of the Daytona Beach campus adequately develop political and economic awareness.

Step 3	**Measurement Approach 1**
	Means of Assessment
	Further Description:
	    Timeframe of Data Collection
	    Whenever IR alumni and employer feedback data becomes available.
	    Participants and Roles
	    Jim Cunningham will collect and report data to the rest of the faculty.
	    Other Details
	
	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.
	
	Measurement Approach 2
	Means of Assessment
	Further Description:

	Timeframe of Data Collection Whenever IR employer feedback data becomes available. **Participants and Roles** Jim Cunningham will collect and report data to the faculty. **Other Details** **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.
Step 4	**Criterion for Success #1:** 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. **Results #1:** Thirty- one percent of ERAU graduates (within the past 1 1/2 years) rate their knowledge of politics and economics as good or excellent, well below the anticipated or targeted awareness levels. **Criterion for Success #2:** 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. **Results #2:** Fifty-four percent of employers rate ERAU graduates as excellent or good in terms of being knowledgeable on political or economics topics.
Step 5	**Have assessment results been used to make improvements?** 🔴 **Yes** ✔ Course sequencing was altered **Description:** Economics has been more thoroughly integrated into the curriculum of each program (eg. Engineering Economics introduced as a required course for engineering students). Political Science -- especially courses that examine contemporary world issues -- have been increased in number. **Do assessment results indicate any critical improvements that must be made in the next fiscal year?** 🔴 **Yes - planned improvements can be made without new funds** **Description:** Model US Senate and Model State Legislature competition has produced recent victories. Political action committees have sprung up on the campus.

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Step 2	**Outcome Title** Mathematics and computational skills will be assessed **Outcome Statement** Eighty-percent of alunmi 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.

Step 3	**Measurement Approach 1** **Means of Assessment** **Further Description:** **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. **Participants and Roles** IR will collect data from alumni two years after graduation. **Other Details** NO DATA **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.
Step 4	**Criterion for Success #1:** 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. **Results #1:** Employers of ERAU graduates rate their mathematical skills as 62% excellent or good, and their PC computer/software skills as 76% excellent or good. Alumni rate their competence based on their ERAU preparation as 73% excellent or good in mathematical skills and 59% excellent or good in PC computer/software skills. Confidence is lower than demonstrated competence.

Step 5	**Have assessment results been used to make improvements?**
	
	🔴 **Yes**
	
	✔ Technology-related changes were made
	
	Description:
	
	An online testing program for entering students in mathematics is being developed to better place students in regular or remedial courses. Many academic courses now require use of computers to complete the class. "Blackboard" use is becoming more common among faculty.
	
	Do assessment results indicate any critical improvements that must be made in the next fiscal year?
	
	🔴 **Yes - new funds are required to implement at least part of the planned improvements**
	
	Description:
	
	Financial support for summer programs in remedial mathematics (410K a year) and computer laboratory improvements must be part of any plan to raise these competencies.
	
	## Mission Critical Budget Request
	
	Title:
	
	Amount:
	
	Itemize how this money is to be allocated:
	
	                     One-Time Cost Recurring Cost
	              Salaries:
	              Benefits:
	Professional Development:

Computer Hardware:

Computer Software:

Other Operating Funds:

Are capital funds required to support this request?   **NO**

Clarification:

University Mission Link:

Justification:

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Step 2	**Outcome Title** Preparation in technical writing skills **Outcome Statement** Embry-Riddle Aeronautical University students of the Daytona Beach campus are adequately prepared in technical writing skills.
Step 3	**<u>Measurement Approach 1</u>** **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 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. **<u>Measurement Approach 2</u>** **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 their Embry-Riddle graduates' technical writing competence 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 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:** Fifty-eight percent of alumni rate their technical writing preparation received at ERAU as excellent or good. No information was available for the percentage of alumni thought their competence was poor. **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:** Fifty-nine percent of employers rate ERAU graduates as good or excellent in technical writing skills.
Step 5	**Have assessment results been used to make improvements?** ⬤ No **Do assessment results indicate any critical improvements that must be made in the next fiscal year?** ⬤ Yes - planned improvements can be made without new funds **Description:** Reguired technical writing courses will be amplified by writing components in capstone and other within-dicipline classes.

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Step 2	**Outcome Title** Working in Groups/Teams **Outcome Statement** Graduates will be competent communicators and active participants in task oriented groups.
Step 3	**Measurement Approach 1** **Means of Assessment** ⬤ ERAU Alumni Survey (Details) **Further Description:** **Timeframe of Data Collection** Data will be collected from Alumni and from Employers of ER graduates every other yeae. **Participants and Roles** Alumi will be surveyed regarding their active skills and their ERAU preparation in group/teaming activities. **Other Details** NO DATA **Criterion for Success** Eighty percent of Alumni and seventy percent of Employers will rate the group/team working skills as good or excellent.

Step 4	**Criterion for Success #1:** Eighty percent of Alumni and seventy percent of Employers will rate the group/team working skills as good or excellent. **Results #1:** Eighty-three percent of alumni report that their group/team working skills are good or excellent. Their employers give them an even higher rating when compared to graduates from other universities. The employeers' ratings are 87% good or excellent in group tasking and team working skills.
Step 5	**Have assessment results been used to make improvements?** 🔴 **Yes** ✔ Curriculum modifications ✔ Pedagogical modifications ✔ Technology-related changes were made **Description:** Technological advances in interpersonal communication has dramatically improvrd; however, there seems th have been a parallel drop in face-to-face group communication competence (concensus building; task sharing, etc.). Courses have been modified to include more group assignments. **Do assessment results indicate any critical improvements that must be made in the next fiscal year?** 🔴 **Yes - planned improvements can be made without new funds** **Description:** Required oral communication classes have helped a great deal in this area; most new high school graduates resist public speaking and working in groups. Computer communication is becoming the preferred mode. Curricula that reinforces the gains of group problem solving are increasing in number; grading these courses fairly is a big challenge, however.

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