

Unit: User Name:

Assessment Plan 2003-2004

Unit: General Education, PC

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

[ERAU students are prepared in geography](#)[ERAU students are prepared in non-technical writing skills](#)[ERAU students are prepared in oral communication skills](#)[ERAU students are prepared in quantitative and math skills](#)[ERAU students are prepared in research skills.](#)[ERAU students demonstrate decision-making skills](#)

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.
- To promote ethical and responsible behavior among its students and graduates in the local, national and international aviation and aerospace communities and in the community at large.
- To support each student's personal development by encouraging participation in programs and services that offer opportunities for enhanced physical, psychological, social and spiritual growth; and, by complementing the academic experience and contributing to the development of a well-rounded individual prepared for personal and professional success.

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University Goals and Objectives (Step 1)

University Goals and Objectives**Educational Excellence**

UNIVERSITY OBJECTIVE: Establish excellence in all academic and specialized training programs, assuring that our students will acquire the breadth of knowledge and skills that will support lifelong career opportunities.

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.

UNIVERSITY OBJECTIVE: Support lifelong learning opportunities for students in a variety of educational settings, and encourage students to develop intellectual autonomy and direct their own learning.

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Unit Mission Statement (Step 1)

Unit Mission Statement

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. To promote ethical and responsible behavior among its students and graduates in the local, national and international aviation and aerospace communities and in the community at large.

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

Step 2	<p>Outcome Title ERAU students are prepared in geography</p> <p>Outcome Statement Embry-Riddle Aeronautical University students have adequate knowledge of physical and political geography.</p>
Step 3	<p><u>Measurement Approach 1</u></p> <p>Means of Assessment</p> <p>Further Description:</p> <p style="padding-left: 40px;">Timeframe of Data Collection</p> <p style="padding-left: 40px;">Participants and Roles</p> <p style="padding-left: 40px;">Other Details</p> <p>Criterion for Success Eighty percent of Embry-Riddle graduates will rate their preparation physical and political geography 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><u>Measurement Approach 2</u></p>

	<p>Means of Assessment</p> <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 Eighty percent of employers will rate Embry-Riddle graduates' knowledge of physical and political geography as good, very good, or excellent on their employer feedback surveys.</p>
Step 4	<p>Criterion for Success #1: Eighty percent of Embry-Riddle graduates will rate their preparation physical and political geography 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>Results #1: As of this assessment cycle, a new question rating graduate preparation in physical and political geography is still being considered for the alumni feedback survey. This skill set will be reassessed after the survey has been updated.</p> <p>Criterion for Success #2: Eighty percent of employers will rate Embry-Riddle graduates' knowledge of physical and political geography as good, very good, or excellent on their employer feedback surveys.</p> <p>Results #2: As of this assessment cycle, a new question rating graduate preparation in physical and political geography is still being considered for the alumni feedback survey. This skill set will be reassessed after the survey has been updated.</p>
Step 5	<p>Have assessment results been used to make improvements? <input type="radio"/> No</p> <p>Is additional assessment of this outcome required? <input type="radio"/> No</p> <p>Will assessment results be used to support any initiatives in future strategic planning? <input type="radio"/> No</p>

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Step 2	<p>Outcome Title ERAU students are prepared in non-technical writing skills</p> <p>Outcome Statement Embry-Riddle Aeronautical University students are adequately prepared in non-technical writing skills, including the ability to comprehend and create well-structured written arguments.</p>
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Step 3	<p><u>Measurement Approach 1</u></p> <p>Means of Assessment</p> <p>Further Description:</p> <p style="padding-left: 40px;">Timeframe of Data Collection NO DATA</p> <p style="padding-left: 40px;">Participants and Roles NO DATA</p> <p style="padding-left: 40px;">Other Details NO DATA</p> <p>Criterion for Success</p> <p>Eighty-five 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 preparation was not useful.</p> <p><u>Measurement Approach 2</u></p> <p>Means of Assessment</p> <p>Further Description:</p> <p style="padding-left: 40px;">Timeframe of Data Collection NO DATA</p> <p style="padding-left: 40px;">Participants and Roles NO DATA</p> <p style="padding-left: 40px;">Other Details NO DATA</p> <p>Criterion for Success</p> <p>Ninety 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>
Step 4	<p>Criterion for Success #1:</p> <p>Eighty-five 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 preparation was not useful.</p> <p>Results #1:</p> <p>88% of ERAU graduates rated their general, non-technical writing preparation as good, very good, or excellent; 22% rated their preparation as not useful. (Source: Institutional Research, July 2004.)</p> <p>Criterion for Success #2:</p> <p>Ninety 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>Results #2:</p> <p>92.1% of employers rated ERAU graduates' general, non-technical writing competence as good, very good, or excellent. (Source: Institutional Research, 2002.)</p>
	<p>Have assessment results been used to make improvements?</p> <p><input checked="" type="radio"/> Yes</p> <p>Description:</p> <p>Materials and classroom delivery methods for general, non-technical writing are being re-evaluated by the Dept. of HU/COM; among some of the recommendations are new textbooks and unified syllabi for lower- and upper-division writing courses.</p>

Step 5

Is additional assessment of this outcome required?

No

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

No

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Step 2**Outcome Title**

ERAU students are prepared in oral communication skills

Outcome Statement

Embry-Riddle Aeronautical University students are adequately prepared in oral communication skills.

Measurement Approach 1**Means of Assessment**

Capstone course / senior design project

Further Description:

Timeframe of Data Collection

Participants and Roles

Other Details

Criterion for Success

Eighty-five percent of graduating Embry-Riddle seniors will have demonstrated oral presentation skills at a satisfactory level or higher in speech classes, capstone courses, or both.

Measurement Approach 2**Means of Assessment****Further Description:**

Timeframe of Data Collection

Participants and Roles

Other Details

Criterion for Success

Eighty-five 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.

Measurement Approach 3**Means of Assessment****Further Description:****Step 3**

	<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 Eighty percent of employers will rate Embry-Riddle graduates' preparation for speaking before an audience as good, very good, or excellent in their employer feedback surveys.</p>
Step 4	<p>Criterion for Success #1: Eighty-five percent of graduating Embry-Riddle seniors will have demonstrated oral presentation skills at a satisfactory level or higher in speech classes, capstone courses, or both.</p> <p>Results #1: 100% of ERAU graduating seniors have passed a speech course, capstone course, or both, with satisfactory grades. Alice Sparrow, Director of Records, has this information on file.</p> <p>Criterion for Success #2: Eighty-five 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.</p> <p>Results #2: 91% of ERAU graduates rated their competence at speech communication as good, very good, or excellent, with only 10% rating speech communication as not useful (Source: Institutional Research, July 2004).</p> <p>Criterion for Success #3: Eighty percent of employers will rate Embry-Riddle graduates' preparation for speaking before an audience as good, very good, or excellent in their employer feedback surveys.</p> <p>Results #3: 95.7% of employers rated ERAU graduates as having good, very good, or excellent competence in speech communication skills. (Source: Institutional Research, 2002.)</p>
Step 5	<p>Have assessment results been used to make improvements? <input type="radio"/> No</p> <p>Is additional assessment of this outcome required? <input type="radio"/> No</p> <p>Will assessment results be used to support any initiatives in future strategic planning? <input type="radio"/> No</p>

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Step 2	<p>Outcome Title ERAU students are prepared in quantitative and math skills</p> <p>Outcome Statement</p>
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Embry-Riddle Aeronautical University students are adequately prepared in quantitative and mathematical skills, including being able to comprehend and present basic mathematical arguments or proofs.

Measurement Approach 1

Means of Assessment

Further Description:

Timeframe of Data Collection

NO DATA

Participants and Roles

NO DATA

Other Details

NO DATA

Criterion for Success

Eighty-five percent of Embry-Riddle graduates will rate their general quantitative and mathematical preparation as good, very good, or excellent on their alumni feedback survey with no more than twenty percent indicating their preparation was not useful.

Step 3

Measurement Approach 2

Means of Assessment

Further Description:

Timeframe of Data Collection

NO DATA

Participants and Roles

NO DATA

Other Details

NO DATA

Criterion for Success

Ninety percent of employers will rate their Embry-Riddle graduates' general quantitative and mathematical competence as good, very good, or excellent on their employer feedback surveys.

Criterion for Success #1:

Eighty-five percent of Embry-Riddle graduates will rate their general quantitative and mathematical preparation as good, very good, or excellent on their alumni feedback survey with no more than twenty percent indicating their preparation was not useful.

Results #1:

94% of ERAU graduates rated their quantitative and math preparation as good, very good, or excellent; 15% rated math skills as unimportant. (Source: Institutional Research, July 2004.)

Step 4

Criterion for Success #2:

Ninety percent of employers will rate their Embry-Riddle graduates' general quantitative and mathematical competence as good, very good, or excellent on their employer feedback surveys.

Results #2:

94.4% of employers surveyed rated ERAU graduates as having quantitative and math competence that was good, very good, or excellent. (Source: Institutional Research, 2002.)

Have assessment results been used to make improvements?

No

Is additional assessment of this outcome required?

Step 5

 No

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

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Step 2

Outcome Title

ERAU students are prepared in research skills.

Outcome Statement

Embry-Riddle Aeronautical University students are adequately prepared in informational literacy and research skills.

Measurement Approach 1**Means of Assessment** Other

Informational literacy and research competency exam

Further Description:**Timeframe of Data Collection****Participants and Roles****Other Details****Criterion for Success**

Ninety-five percent of Embry-Riddle graduates will have taken and passed an informational literacy and research competency exam as part of their lower-division writing requirements.

Measurement Approach 2**Means of Assessment** Other

Informational literacy and research competency exam

Further Description:**Timeframe of Data Collection****Participants and Roles****Other Details****Criterion for Success**

Ninety-five percent of Embry-Riddle graduates will have taken and passed an informational literacy and research competency exam as part of their upper-division writing requirements.

Step 3

Measurement Approach 3**Means of Assessment**

Further Description:**Timeframe of Data Collection****Participants and Roles****Other Details****Criterion for Success**

Eighty percent of Embry-Riddle graduates will rate their preparation in informational literacy and their research skills on the job 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 4**Means of Assessment****Further Description:****Timeframe of Data Collection****NO DATA****Participants and Roles****NO DATA****Other Details****NO DATA****Criterion for Success**

Eighty percent of employers will rate Embry-Riddle graduates' informational literacy and research skills as good, very good, or excellent on their employer feedback surveys

Criterion for Success #1:

Ninety-five percent of Embry-Riddle graduates will have taken and passed an informational literacy and research competency exam as part of their lower-division writing requirements.

Results #1:

All students must take an informational literacy and research competency exam as part of their lower-division General Education writing courses; this requirement was only instituted two year ago, and so this outcome cannot be assessed until 2006.

Criterion for Success #2:

Ninety-five percent of Embry-Riddle graduates will have taken and passed an informational literacy and research competency exam as part of their upper-division writing requirements.

Results #2:

All students having taken upper-division writing requirements have taken and passed an informational literacy and research competency exam before graduating. Alice Sparrow, Director of Records, can confirm this information in her records, as can Evelyn Harris, Research Librarian.

Criterion for Success #3:

Eighty percent of Embry-Riddle graduates will rate their preparation in informational literacy and their research skills on the job 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 #3:

94% of graduates rate their preparation as good, very good, or excellent. (Source: Institutional Research, July 2004).

Step 4

	<p>Criterion for Success #4: Eighty percent of employers will rate Embry-Riddle graduates' informational literacy and research skills as good, very good, or excellent on their employer feedback surveys</p> <p>Results #4: 95% of employers rate ERAU graduates as having good, very good, or excellent preparation in informational literacy and research skills. (Source: Institutional Research, Complete Report, 2002).</p>
Step 5	<p>Have assessment results been used to make improvements?</p> <p><input checked="" type="radio"/> Yes</p> <p>Description: Informational literacy and research is the frequent focus of numerous research and writing assignments in all COM courses and in all writing-intensive HU courses.</p> <p>Is additional assessment of this outcome required?</p> <p><input checked="" type="radio"/> Yes</p> <p>Description: A confirmatory assessment will be undertaken next assessment cycle.</p> <p>Will assessment results be used to support any initiatives in future strategic planning?</p> <p><input checked="" type="radio"/> No</p>

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Step 2	<p>Outcome Title ERAU students demonstrate decision-making skills</p> <p>Outcome Statement Embry-Riddle Aeronautical University students are adequately prepared to think critically and demonstrate responsible actions and decision-making.</p>
	<p><u>Measurement Approach 1</u></p> <p>Means of Assessment</p> <p><input checked="" type="radio"/> End of course evaluations</p> <p>Further Description:</p> <p>Timeframe of Data Collection</p> <p>Participants and Roles</p> <p>Other Details</p> <p>Criterion for Success Ninety percent of graduating Embry-Riddle seniors will have earned satisfactory grades or higher in two or more upper-level humanities or social sciences courses which address social and/or ethical issues.</p> <p><u>Measurement Approach 2</u></p> <p>Means of Assessment</p> <p>Further Description:</p>

<p>Step 3</p>	<p>Timeframe of Data Collection</p> <p>Participants and Roles</p> <p>Other Details</p> <p>Criterion for Success Seventy percent of Embry-Riddle graduates will rate their preparation in critical thinking, and responsible decision making as good, very good, or excellent on their alumni feedback surveys, with fewer than twenty percent rating these on-the-job skills as not useful.</p> <p><u>Measurement Approach 3</u></p> <p>Means of Assessment</p> <p>Further Description:</p> <p>Timeframe of Data Collection</p> <p>Participants and Roles</p> <p>Other Details</p> <p>Criterion for Success Seventy percent of employers will rate Embry-Riddle graduates as good, very good, or excellent in critical thinking and responsible decision making on their employer feedback surveys.</p>
<p>Step 4</p>	<p>Criterion for Success #1: Ninety percent of graduating Embry-Riddle seniors will have earned satisfactory grades or higher in two or more upper-level humanities or social sciences courses which address social and/or ethical issues.</p> <p>Results #1: One hundred percent (100% of Embry-Riddle graduates have passed two or more upper-level humanities or social sciences courses. All such courses address social and/or ethical issues. Alice Sparrow, Director of Records, confirms that this information is on file in her office.</p> <p>Criterion for Success #2: Seventy percent of Embry-Riddle graduates will rate their preparation in critical thinking, and responsible decision making as good, very good, or excellent on their alumni feedback surveys, with fewer than twenty percent rating these on-the-job skills as not useful.</p> <p>Results #2: 98% of graduates rate their preparation in critical thinking as good, very good, or excellent; 97% of graduates rate their preparation in decision making as good, very good, or excellent; only 4% rate these on-th-job skills as not useful (Source: Institutional Research July 2004).</p> <p>Criterion for Success #3: Seventy percent of employers will rate Embry-Riddle graduates as good, very good, or excellent in critical thinking and responsible decision making on their employer feedback surveys.</p> <p>Results #3: 88.9% of employers rate ERAU graduates as good, very good, or excellent in critical thinking, and 90.9% rate ERAU graduates as good, very good, or excellent in responsible decision making (Source: Institutional Research, Full Report, 2002).</p>

Have assessment results been used to make improvements?

Yes

Description:

To ensure future students acquire excellent informational literacy and applied research skills, all students in lower- and upper-division COM writing courses must pass an informational literacy exam as part of the course requirements.

Is additional assessment of this outcome required?

Step 5

Yes

Description:

The initial assessment for lower-division writing courses still needs to be completed as this informational literacy requirement was only instituted two years ago.

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

No

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