

Unit:    User Name:

## Assessment Plan 2004-2005

Unit: General Education, PC

Plan Period: 2004-2005

### 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 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 learnt](#)

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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.
- 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

<p><b>Step 2</b></p>	<p><b>Outcome Title</b> ERAU students are prepared in non-technical writing skills</p> <p><b>Outcome Statement</b> 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>
<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> Data will be collected by Fall 2005.</p> <p><b>Participants and Roles</b> Participants include the ERAU alumni that respond to Institutional Research's survey.</p> <p><b>Other Details</b> The survey is constructed, administered, and scored by Institutional Research.</p> <p><b>Criterion for Success</b> 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><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> Data will be collected by Fall 2005.</p> <p><b>Participants and Roles</b> Participants include the employers of ERAU graduates that respond to Institutional Research's survey.</p> <p><b>Other Details</b> The survey is constructed, administered, and scored by Institutional Research.</p> <p><b>Criterion for Success</b> 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><b>Criterion for Success #1:</b> 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><b>Results #1:</b> Approximately 99% of Embry-Riddle graduates rated their general non-technical writing preparation as good, very good, or excellent on their alumni feedback survey. Less than 4% of Embry-Riddle graduates surveyed indicated that their preparation in non-technical writing was not useful.</p> <p><b>Criterion for Success #2:</b> 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><b>Results #2:</b> Approximately 92% of employers rated their Embry-Riddle graduates' general non-technical writing competence as good, very good, or excellent on their employer feedback surveys.</p>
Step 5	<p><b>Have assessment results been used to make improvements?</b></p> <p><input type="radio"/> No</p> <p><b>Is additional assessment of this outcome required?</b></p> <p><input checked="" type="radio"/> Yes</p> <p>✓ Additional assessment / confirmatory analysis required</p> <p><b>Description:</b> Confirmatory analysis is required to ensure that students continue to excel at non-technical writing.</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> In support of students' non-technical writing skills, a Language Lab has been built into the COAS strategic plan.</p> <p><b>Classify the results as one of the following:</b></p> <p><input checked="" type="radio"/> Strength</p>

<p><b>Step 2</b></p>	<p><b>Outcome Title</b> ERAU students are prepared in oral communication skills</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University students are adequately prepared in oral communication skills.</p>
<p><b>Step 3</b></p>	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b></p> <ul style="list-style-type: none"> <li>● Capstone course / senior design project</li> </ul> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Data will be collected by Fall 2005.</p> <p><b>Participants and Roles</b> All ERAU graduates whose majors require a capstone project.</p> <p><b>Other Details</b> Capstone projects are typical of all programs offered by the College of Engineering and the College of Arts and Sciences.</p> <p><b>Criterion for Success</b> 85% 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><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> Data will be collected by Spring 2005.</p> <p><b>Participants and Roles</b> Participants are ERAU alumni who responded to the Institutional Research survey.</p> <p><b>Other Details</b> Institutional Research constructed, tested, administered, and scored this survey.</p> <p><b>Criterion for Success</b> 70% percent of Embry-Riddle graduates will rate their ability to speak before an audience as very good or excellent on the alumni feedback surveys, with less than twenty percent rating these skills as not useful.</p> <p><b><u>Measurement Approach 3</u></b></p> <p><b>Means of Assessment</b></p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Data will be collected by Fall 2005.</p> <p><b>Participants and Roles</b> Participants are employers of ERAU graduates who responded to Institutional Research's survey.</p> <p><b>Other Details</b> Institutional Research constructed, tested, administered, and scored this survey.</p> <p><b>Criterion for Success</b> 70% percent of employers will rate Embry-Riddle graduates' preparation for speaking before an audience as very good or excellent in their employer feedback surveys.</p>

Step 4	<p><b>Criterion for Success #1:</b> 85% 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><b>Results #1:</b> 100% of Embry-Riddle seniors have demonstrated oral presentation skills at a satisfactory or higher level in speech classes, capstone courses, or both. The Director of Records at the Prescott Campus has this information on file.</p> <p><b>Criterion for Success #2:</b> 70% percent of Embry-Riddle graduates will rate their ability to speak before an audience as very good or excellent on the alumni feedback surveys, with less than twenty percent rating these skills as not useful.</p> <p><b>Results #2:</b> 71% of Embry-Riddle students rated their ability to speak before an audience as very good or excellent on the alumni feedback surveys; less than 8% of Embry-Riddle students rated their ability to speak before an audience as not useful.</p> <p><b>Criterion for Success #3:</b> 70% percent of employers will rate Embry-Riddle graduates' preparation for speaking before an audience as very good or excellent in their employer feedback surveys.</p> <p><b>Results #3:</b> Only 61.6% of employers rated Embry-Riddle graduates' preparation for speaking before an audience as very good or excellent, although 34.1% of employers rated graduates' preparation as good; thus, ERAU is faced with an opportunity to refine the public speaking skills of our students, perhaps with stronger integration of public speaking tasks in non-COM courses.</p>
Step 5	<p><b>Have assessment results been used to make improvements?</b></p> <p><input checked="" type="radio"/> Yes</p> <ul style="list-style-type: none"> <li>✓ Curriculum modifications</li> <li>✓ Pedagogical modifications</li> </ul> <p><b>Description:</b> Integration of public speaking tasks will be integrated into both lower-level HU courses (e.g., HU 14x) and upper-level HU courses (e.g., HU 330 and HU 480).</p> <p><b>Is additional assessment of this outcome required?</b></p> <p><input checked="" type="radio"/> Yes</p> <ul style="list-style-type: none"> <li>✓ Additional assessment / confirmatory analysis required</li> </ul> <p><b>Description:</b> After the recommended pedagogical changes have been made, this outcome will be re-assessed in the next cycle.</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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	<p><b>Outcome Title</b> ERAU students are prepared in quantitative and math skills</p>
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<b>Step 2</b>	<p><b>Outcome Statement</b></p> <p>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.</p>
<b>Step 3</b>	<p><b>Measurement Approach 1</b></p> <p><b>Means of Assessment</b></p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Data will be collected by Fall 2005.</p> <p><b>Participants and Roles</b> Participants are ERAU graduates who responded to Institutional Research's survey.</p> <p><b>Other Details</b> Institutional Research constructed, tested, administered, and scored this survey.</p> <p><b>Criterion for Success</b> 70% percent of Embry-Riddle graduates will rate their general quantitative and mathematical preparation as very good or excellent on their alumni feedback survey, with no more than twenty percent indicating their preparation was not useful.</p> <p><b>Measurement Approach 2</b></p> <p><b>Means of Assessment</b></p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Data will be collected by Spring 2005.</p> <p><b>Participants and Roles</b> Participants include employers of ERAU graduates.</p> <p><b>Other Details</b> Institutional Research constructed, tested, administered, and scored this survey.</p> <p><b>Criterion for Success</b> 70% percent of employers will rate their Embry-Riddle graduates' general quantitative and mathematical competence as very good or excellent on their employer feedback surveys.</p>
<b>Step 4</b>	<p><b>Criterion for Success #1:</b> 70% percent of Embry-Riddle graduates will rate their general quantitative and mathematical preparation as very good or excellent on their alumni feedback survey, with no more than twenty percent indicating their preparation was not useful.</p> <p><b>Results #1:</b> 77% of Embry-Riddle graduates rated their general quantitative and mathematical preparation as very good or excellent on their alumni feedback survey, with fewer than 10% indicating their preparation was not useful.</p> <p><b>Criterion for Success #2:</b> 70% percent of employers will rate their Embry-Riddle graduates' general quantitative and mathematical competence as very good or excellent on their employer feedback surveys.</p> <p><b>Results #2:</b> 64% of employers rated their Embry-Riddle graduates' general quantitative and mathematical competence as very good or excellent on their employer feedback surveys, with approximately 31% of employers rating ERAU's graduates' math competence as good; thus, ERAU has an excellent opportunity to build upon our students' math skill set, perhaps by more deeply embedding math instruction and tasks in non-Math courses.</p>
	<p><b>Have assessment results been used to make improvements?</b></p>

Step 5	<p><input checked="" type="radio"/> Yes</p> <p>✓ Pedagogical modifications</p> <p><b>Description:</b> Faculty will determine how to embed math skills more deeply into non-Math courses such as Geography and Values and Ethics, focusing perhaps on statistics and other general-use math skills.</p> <p><b>Is additional assessment of this outcome required?</b></p> <p><input checked="" type="radio"/> Yes</p> <p>✓ Additional assessment / confirmatory analysis required</p> <p><b>Description:</b> Once the appropriate changes have been identified and undertaken, these outcomes must be reassessed in the next assessment cycle.</p> <p><b>Will assessment results be used to support any initiatives in future strategic planning?</b></p> <p><input checked="" type="radio"/> No</p>
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Step 2	<p><b>Outcome Title</b> ERAU students are prepared in research skills.</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University students are adequately prepared in informational literacy and research skills.</p>
	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b></p> <p><input checked="" type="radio"/> Other Informational literacy and research competency exam</p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> The exam will be administered in Fall 2004 and Spring 2005.</p> <p><b>Participants and Roles</b> All students enrolled in a COM course or a writing-intensive HU course will take the exam.</p> <p><b>Other Details</b> The exam is co-constructed by the senior Reference Librarians and the HU/COM department.</p> <p><b>Criterion for Success</b> 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.</p> <p><b><u>Measurement Approach 2</u></b></p> <p><b>Means of Assessment</b></p> <p><input checked="" type="radio"/> Other Informational literacy and research competency exam</p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> The exam will be administered in Fall 2004 and Spring 2005.</p>

**Step 3****Participants and Roles**

All students enrolled in COM courses or in writing-intensive HU courses will take the exam.

**Other Details**

The exam is co-constructed by the senior Reference Librarians and the HU/COM department.

**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.

**Measurement Approach 3****Means of Assessment****Further Description:****Timeframe of Data Collection**

Data will be collected by Fall 2005.

**Participants and Roles**

Participants are all ERAU graduates who responded to Institutional Research's survey.

**Other Details**

Institutional Research constructed, tested, administered, and scored this survey.

**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**

Data will be collected by Fall 2005.

**Participants and Roles**

Participants include all employers of ERAU graduates who responded to Institutional Research's survey.

**Other Details**

Institutional Research constructed, tested, administered, and scored this survey.

**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:**

100% of Embry-Riddle graduates have taken and passed an informational literacy and research competency exam as part of their lower-division writing requirements. The Director of Records has the files which demonstrate this claim.

**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:**

100% of Embry-Riddle graduates have taken and passed an informational and research competency exam as

<p><b>Step 4</b></p>	<p>part of their upper-division writing requirements. The Director of Records has the files which demonstrate this claim.</p> <p><b>Criterion for Success #3:</b> 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.</p> <p><b>Results #3:</b> As of this cycle, a new question rating graduate preparation in informational literacy and research skills is still being considered for the forthcoming alumni feedback survey. This skill set will be reassessed when the question/data becomes available.</p> <p><b>Criterion for Success #4:</b> 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><b>Results #4:</b> As of this cycle, a new question rating graduate preparation in informational literacy and research skills is still being considered for the forthcoming employer feedback survey. This skill set will be reassessed when the question/data becomes available.</p> <p><b>Criterion for Success #5:</b></p> <p><b>Results #5:</b></p>
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<p><b>Step 5</b></p>	<p><b>Have assessment results been used to make improvements?</b></p> <p><input type="radio"/> No</p> <p><b>Is additional assessment of this outcome required?</b></p> <p><input type="radio"/> Yes</p> <p><input checked="" type="checkbox"/> Initial assessment still needs to be completed</p> <p><b>Description:</b> New questions rating informational literacy and research skills are being included in the forthcoming alumni and employer feedback surveys.</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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<p><b>Step 2</b></p>	<p><b>Outcome Title</b> ERAU students demonstrate decision-making skills learnt</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University graduates are adequately prepared to make responsible decisions.</p>
	<p><b>Measurement Approach 1</b></p> <p><b>Means of Assessment</b></p> <p><b>Further Description:</b> <b>Timeframe of Data Collection</b></p>

Step 3	<p>Data will be collected by Fall 2005.</p> <p><b>Participants and Roles</b> Participants are all ERAU alumni who responded to this survey.</p> <p><b>Other Details</b> Institutional Research constructed, tested, administered, and scored this survey.</p> <p><b>Criterion for Success</b> Embry-Riddle Aeronautical University graduates are adequately prepared to make responsible decisions. 80% will report very good or excellent preparation on their Alumni surveys for this skill set.</p> <p><b>Measurement Approach 2</b></p> <p><b>Means of Assessment</b></p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Data will be collected by Fall 2005.</p> <p><b>Participants and Roles</b> Participants include all employers of ERAU graduates who responded to this survey.</p> <p><b>Other Details</b> Institutional Research constructed, tested, administered, and scored this survey.</p> <p><b>Criterion for Success</b> 80% of employers will find ERAU graduates have received very good or excellent preparation to make responsible decisions.</p> <p><b>Measurement Approach 3</b></p> <p><b>Means of Assessment</b></p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Data will be collected by Fall 2005.</p> <p><b>Participants and Roles</b> Participants are all employers of ERAU graduates who responded to this survey.</p> <p><b>Other Details</b> Institutional Research constructed, tested, administered, and scored this survey.</p> <p><b>Criterion for Success</b></p>
Step 4	<p><b>Criterion for Success #1:</b> Embry-Riddle Aeronautical University graduates are adequately prepared to make responsible decisions. 80% will report very good or excellent preparation on their Alumni surveys for this skill set.</p> <p><b>Results #1:</b> 72% of Embry-Riddle graduates reported that their preparation for making responsible decisions is very good or excellent as per the most recent alumni survey, offering ERAU an opportunity for teaching stronger decision-making skills, perhaps in courses such as Philosophy, Values and Ethics, or the newly-begun Honors sequence.</p> <p><b>Criterion for Success #2:</b> 80% of employers will find ERAU graduates have received very good or excellent preparation to make responsible decisions.</p> <p><b>Results #2:</b> Approximately 63% of employers found Embry-Riddle graduates' preparation in responsible decision making to be very good or excellent, suggesting that students' preparation in this skill set could be improved, perhaps in</p>

courses such as Philosophy, Values and Ethics, or the newly-begun Honors sequence.

**Criterion for Success #3:**

**Results #3:**

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

**Yes**

- Curriculum modifications
- Pedagogical modifications
- Course(s) added

**Description:**

A new Honors program that encourages critical thinking and ethical decision making has been introduced to the ERAU, Prescott campus. Furthermore, Values and Ethics has been reconfigured to stress applied modern ethics.

**Step 5**

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

**Yes**

- Additional assessment / confirmatory analysis required

**Description:**

Once the recommended changes have been made, reassessment should commence next assessment cycle.

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

**No**

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