

Unit:    User Name:

## Assessment Plan 2005-2006

Unit: General Education, PC

Plan Period: 2005-2006

### 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

[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 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 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.
- 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.

[Back to Top Menu](#)

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## Unit Mission Statement (Step 1)

### Unit Mission Statement

For the 2008-2009 assessment cycle, ERAU/Prescott will target seven (7) specific skills for assessment: technical

writing, public speaking, leadership, critical thinking/information literacy, aesthetics, geography, and mathematics/statistical reasoning. These seven (7) skills are taken from the university's General Education unit mission statement, which follows: \* 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. [technical writing, public speaking, geography, mathematics/statistical reasoning] \* To develop mature, responsible graduates capable of examining, evaluating, and appreciating the economic, political, cultural, moral, and technological aspects of humankind and society. [critical thinking/information literacy, aesthetics] \* 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. [leadership] During the spring 2009 term, data will be collected for each of these (7) specific skills so that pilot studies evaluating the reliability of the new measurement instruments proposed in this plan. Once the pilot studies are completed and the measurement instruments are validated or revised as needed, then during the fall 2009 and spring 2010 terms, data will be collected for each of these (7) specific skills as part of the standard assessment protocol.

[Back to Top Menu](#)

## 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> <ul style="list-style-type: none"> <li>● ERAU Alumni Survey (<a href="#">Details</a>)</li> </ul> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Data will be collected by Fall 2006.</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> 70% percent of Embry-Riddle graduates will rate their general non-technical writing preparation as very good or excellent on their alumni feedback survey with no more than 10% percent indicating their preparation was not useful.</p> <p><b><u>Measurement Approach 2</u></b></p> <p><b>Means of Assessment</b></p> <ul style="list-style-type: none"> <li>● ERAU Employer Feedback Survey (<a href="#">Details</a>)</li> </ul> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Data will be collected by Fall 2006.</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> 70% percent of employers will rate their Embry-Riddle graduates' general non-technical writing competence as very good or excellent on their employer feedback surveys.</p>
Step 4	<p><b>Criterion for Success #1:</b> 70% percent of Embry-Riddle graduates will rate their general non-technical writing preparation as very good or excellent on their alumni feedback survey with no more than 10% percent indicating their preparation was not useful.</p> <p><b>Results #1:</b> 44% of Embry-Riddle graduates rated their general non-technical writing preparation as very good or excellent on their alumni feedback survey, significantly lower than desired. Furthermore, 23% of Embry-Riddle graduates indicated that their non-technical writing preparation was not useful on their alumni feedback survey, again significantly lower than desired.</p> <p><b>Criterion for Success #2:</b> 70% percent of employers will rate their Embry-Riddle graduates' general non-technical writing competence as very good or excellent on their employer feedback surveys.</p> <p><b>Results #2:</b> 66.9% of employers rated their Embry-Riddle graduates' general non-technical writing competence as very good or excellent, close to the desired 70%; an additional 29.2% of employers rated their Embry-Riddle graduates' general non-technical writing competence as good.</p>
Step 5	<p><b>Have assessment results been used to make improvements?</b></p> <p><input checked="" type="radio"/> <b>Yes</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum modifications</li> <li><input checked="" type="checkbox"/> Pedagogical modifications</li> </ul> <p><b>Description:</b> The results of this assessment have led the HU/COM department to conduct a curricular review of COM 222, the University's non-technical writing course in the General Education sequence; in particular, the following aspects of how non-technical writing is taught at ERAU/Prescott are being reviewed: a) communicative vs. non-communicative pedagogical approaches; b) abundant use of models drawn from industry; c) assignments more reflective of the types of non-technical writing found in industry; d) textbook choice.</p> <p><b>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</b></p> <p><input checked="" type="radio"/> <b>Yes - planned improvements can be made without new funds</b></p> <p><b>Description:</b></p>

[Back to Top Menu](#)

Step 2	<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>Measurement Approach 1</b></p> <p><b>Means of Assessment</b></p>

- Capstone course / senior design project

**Further Description:****Timeframe of Data Collection**

Data will be collected by Fall 2006.

**Participants and Roles**

All ERAU graduates whose majors require a capstone project.

**Other Details**

Capstone projects are typical of all programs offered by the College of Engineering and the College of Arts and Sciences.

**Criterion for Success**

90% 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**

- ERAU Alumni Survey ([Details](#))

**Further Description:****Timeframe of Data Collection**

Data will be collected by Spring 2006.

**Participants and Roles**

Participants are ERAU alumni who responded to the Institutional Research survey.

**Other Details**

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

**Criterion for Success**

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.

**Measurement Approach 3****Means of Assessment**

- ERAU Employer Feedback Survey ([Details](#))

**Further Description:****Timeframe of Data Collection**

Data will be collected by Fall 2006.

**Participants and Roles**

Participants are 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**

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.

Step 3

**Criterion for Success #1:**

90% 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.

**Results #1:**

100% of graduating Embry-Riddle seniors have demonstrated oral presentation skills at a satisfactory level or

Step 4	<p>higher in speech classes, capstone courses, or both. The Director of Records 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> 64% Embry-Riddle graduates rate their ability to speak before an audience as very good or excellent on the alumni feedback surveys, less than the target percentage; 13% indicate that these skills are not useful, which is within the target percentage of 20%.</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> 67.3% of employers rate Embry-Riddle graduates' preparation for speaking before an audience as very good or excellent in their employer feedback surveys, very close to the target rate of 70%, indicating the importance of this skill set.</p>
Step 5	<p><b>Have assessment results been used to make improvements?</b></p> <p><input checked="" type="radio"/> Yes</p> <p>✓ Pedagogical modifications</p> <p><b>Description:</b> Although both employers and students rank speaking in public as an important skill set, neither employees nor students ranked student preparation very highly. In response, the HU/COM department is suggesting that students be given more opportunities to practice public speaking in non-speech and non-capstone courses, such as in HU 14x and in Honors courses. The General Education program is also recommending the formation of a debate team or club to provide further opportunities for students to improve this skill set.</p> <p><b>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</b></p> <p><input checked="" type="radio"/> Yes - planned improvements can be made without new funds</p> <p><b>Description:</b></p>

[Back to Top Menu](#)

Step 2	<p><b>Outcome Title</b> ERAU students are prepared in quantitative and math skills</p> <p><b>Outcome Statement</b> 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>
	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b></p> <p><input checked="" type="radio"/> ERAU Alumni Survey (<a href="#">Details</a>)</p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Data will be collected by Fall 2006.</p> <p><b>Participants and Roles</b> Participants are ERAU graduates who responded to Institutional Research's survey.</p>

Step 3	<p><b>Other Details</b> Institutional Research constructed, tested, administered, and scored this survey.</p> <p><b>Criterion for Success</b> 75% 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 10% percent indicating their preparation was not useful.</p> <p><b>Measurement Approach 2</b></p> <p><b>Means of Assessment</b></p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> ERAU Employer Feedback Survey (<a href="#">Details</a>)</li> </ul> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Data will be collected by Spring 2006.</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>
Step 4	<p><b>Criterion for Success #1:</b> 75% 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 10% percent indicating their preparation was not useful.</p> <p><b>Results #1:</b> 88% percent of Embry-Riddle graduates rated their general quantitative and mathematical preparation as very good or excellent on their alumni feedback survey, well above the target percentage; only 9% percent indicated 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> 84.4% percent of employers rated their Embry-Riddle graduates' general quantitative and mathematical competence as very good or excellent on their employer feedback surveys, significantly above the target percentage.</p>
Step 5	<p><b>Have assessment results been used to make improvements?</b></p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> Yes</li> <li><input checked="" type="checkbox"/> Altered schedule or frequency of course offerings</li> </ul> <p><b>Description:</b> Assessment results indicate that both our students and their employers are highly satisfied with quantitative and mathematical preparation. Research must be undertaken to determine whether sizes should be reduced to protect this positive outcome.</p> <p><b>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</b></p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> Yes - planned improvements can be made without new funds</li> </ul>

	<b>Description:</b>
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[Back to Top Menu](#)

<b>Step 2</b>	<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>
<b>Step 3</b>	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b></p> <ul style="list-style-type: none"> <li>● ERAU Alumni Survey (<a href="#">Details</a>)</li> </ul> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Data will be collected by Fall 2006.</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 good, very good, or excellent preparation on their Alumni surveys for this skill set. Fewer than 10% of graduates will report their preparation was not useful.</p> <p><b><u>Measurement Approach 2</u></b></p> <p><b>Means of Assessment</b></p> <ul style="list-style-type: none"> <li>● ERAU Employer Feedback Survey (<a href="#">Details</a>)</li> </ul> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Data will be collected by Fall 2006.</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 good, very good, or excellent preparation to make responsible decisions.</p>
	<p><b>Criterion for Success #1:</b> Embry-Riddle Aeronautical University graduates are adequately prepared to make responsible decisions. 80% will report good, very good, or excellent preparation on their Alumni surveys for this skill set. Fewer than 10% of graduates will report their preparation was not useful.</p> <p><b>Results #1:</b> Embry-Riddle Aeronautical University graduates are adequately prepared to make responsible decisions. 91% reported good, very good, or excellent preparation on their alumni surveys for this skill set, significantly above</p>

**Step 4**

the target percentage. 6% of graduates reported that their preparation was not useful, well below the target percentage.

**Criterion for Success #2:**

80% of employers will find ERAU graduates have received good, very good, or excellent preparation to make responsible decisions.

**Results #2:**

96.6% of employers will find ERAU graduates have received good, very good, or excellent preparation to make responsible decisions, significantly above the target percentage.

**Step 5****Have assessment results been used to make improvements?**

Yes

✓ Pedagogical modifications

**Description:**

General Education is strongly encouraging faculty to include or expand on opportunities for students to develop strong decision-making skills in commonly taught, critical courses such as Values and Ethics, Cockpit Resource Management, and various capstone courses. Discussions for how to best include such opportunities are currently under way.

**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:**

[Back to Top Menu](#)

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Close Window