

Unit: User Name:

Assessment Plan 2006-2007

Unit: General Education, PC

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

[ERAU students are prepared in non-technical writing skills](#)[ERAU students are prepared in oral communication skills](#)[ERAU students are prepared in technical writing skills](#)[ERAU students demonstrate leadership 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 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.

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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.

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

<p>Step 2</p>	<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>
<p>Step 3</p>	<p><u>Measurement Approach 1</u></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 by Fall 2007.</p> <p>Participants and Roles Participants include the ERAU alumni that respond to Institutional Research's survey.</p> <p>Other Details The survey is constructed, administered, and scored by Institutional Research.</p> <p>Criterion for Success 70% 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 10% percent indicating their preparation was not useful.</p> <p><u>Measurement Approach 2</u></p> <p>Means of Assessment</p> <ul style="list-style-type: none"> ● ERAU Employer Feedback Survey (Details) <p>Further Description:</p> <p>Timeframe of Data Collection Data will be collected by Fall 2007.</p> <p>Participants and Roles Participants include the employers of ERAU graduates that respond to Institutional Research's survey.</p>

	<p>Other Details The survey is constructed, administered, and scored by Institutional Research.</p> <p>Criterion for Success 70% 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: 70% 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 10% percent indicating their preparation was not useful.</p> <p>Results #1: 88% of ERAU graduates rated their general, non-technical writing preparation as good, very good, or excellent on their alumni feedback survey; 12% indicated that their preparation was not useful.</p> <p>Criterion for Success #2: 70% 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: 92% of employers rated their employees' general, non-technical writing competence as good, very good, or excellent.</p>
Step 5	<p>Have assessment results been used to make improvements?</p> <p><input checked="" type="radio"/> Yes</p> <p>✓ Pedagogical modifications</p> <p>Description: Materials and classroom delivery methods for general, non-technical writing are continuously being re-evaluated by the course monitors for the non-technical writing courses. Some new recommendations include the creation of a new university-wide style manual for non-technical writing and unified syllabi for COM 222: Business Communications.</p> <p>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</p> <p><input type="radio"/> No</p>

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Step 2	<p>Outcome Title ERAU students are prepared in oral communication skills</p> <p>Outcome Statement Embry-Riddle Aeronautical University students are adequately prepared in oral communication skills.</p>
	<p>Measurement Approach 1</p> <p>Means of Assessment</p> <p><input type="radio"/> Capstone course / senior design project</p> <p>Further Description:</p> <p>Timeframe of Data Collection Data will be collected by Fall 2007.</p> <p>Participants and Roles</p>

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 Fall 2007.

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 good, very good or excellent on the alumni feedback surveys, with less than 10% 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 good, 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 ERAU graduates have passed a public speaking course, a capstone course with a significant oral presentation element, or both. Mary Lahann, Director of Records at ERAU/Prescott, has this information on file.

Criterion for Success #2:

70% 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 10% rating these skills as not useful.

Step 4	<p>Results #2: 91% of graduates rated their competency in speaking before an audience as good, very good, or excellent; only 10% rated speech communication as not useful in their job.</p> <p>Criterion for Success #3: 70% 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.</p>
Step 5	<p>Have assessment results been used to make improvements?</p> <p><input checked="" type="radio"/> Yes</p> <p>✓ Pedagogical modifications</p> <p>Description: A new faculty member has been hired to teach public speaking to reduce COM 219: Speech class size and provide more opportunities for students to engage in meaningful public speaking in their classes.</p> <p>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</p> <p><input type="radio"/> No</p>

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Step 2	<p>Outcome Title ERAU students are prepared in technical writing skills</p> <p>Outcome Statement Embry-Riddle Aeronautical University students are adequately prepared in technical writing skills, including the ability to comprehend and create lab reports, white papers, and other technical documents.</p>
Step 3	<p><u>Measurement Approach 1</u></p> <p>Means of Assessment</p> <p><input checked="" type="radio"/> ERAU Alumni Survey (Details)</p> <p>Further Description:</p> <p>Timeframe of Data Collection Data will be collected by Fall 2007.</p> <p>Participants and Roles Participants include the ERAU alumni that respond to Institutional Research's survey.</p> <p>Other Details The survey is constructed, administered, and scored by Institutional Research.</p> <p>Criterion for Success 70% percent of Embry-Riddle graduates will rate their technical writing preparation as good, very good or excellent on their alumni feedback survey with no more than 10% percent indicating their preparation was not useful.</p> <p><u>Measurement Approach 2</u></p> <p>Means of Assessment</p>

	<p><input type="radio"/> ERAU Employer Feedback Survey (Details)</p> <p>Further Description:</p> <p>Timeframe of Data Collection Data will be collected by Fall 2007.</p> <p>Participants and Roles Participants include the employers of ERAU graduates that respond to Institutional Research's survey.</p> <p>Other Details The survey is constructed, administered, and scored by Institutional Research.</p> <p>Criterion for Success 70% percent of employers will rate their Embry-Riddle graduates' technical writing competence as very good or excellent on their employer feedback surveys.</p>
<p>Step 4</p>	<p>Criterion for Success #1: 70% percent of Embry-Riddle graduates will rate their technical writing preparation as good, very good or excellent on their alumni feedback survey with no more than 10% percent indicating their preparation was not useful.</p> <p>Results #1: 81% of ERAU graduates rate their technical writing preparation as good, very good, or excellent; 5% indicate their preparation was not useful.</p> <p>Criterion for Success #2: 70% percent of employers will rate their Embry-Riddle graduates' technical writing competence as very good or excellent on their employer feedback surveys.</p> <p>Results #2: 89% of employers rate their employees' technical writing competence as very good or excellent.</p>
<p>Step 5</p>	<p>Have assessment results been used to make improvements?</p> <p><input checked="" type="radio"/> Yes</p> <p>✓ Pedagogical modifications</p> <p>Description: Technical writing is being further embedded in the capstone courses for Space Physics and Aeronautical Engineering through team-teaching efforts between these departments and HU/COM.</p> <p>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</p> <p><input type="radio"/> No</p>

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<p>Step 2</p>	<p>Outcome Title ERAU students demonstrate leadership skills</p> <p>Outcome Statement Embry-Riddle Aeronautical University graduates are adequately prepared to demonstrate strong leadership skills.</p>
	<p>Measurement Approach 1</p> <p>Means of Assessment</p>

Step 3	<p><input type="radio"/> ERAU Alumni Survey (Details)</p> <p>Further Description:</p> <p>Timeframe of Data Collection Data will be collected by Fall 2007.</p> <p>Participants and Roles Participants are all ERAU alumni who responded to this survey.</p> <p>Other Details Institutional Research constructed, tested, administered, and scored this survey.</p> <p>Criterion for Success Embry-Riddle Aeronautical University graduates are adequately prepared to lead. 70% 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>Measurement Approach 2</p> <p>Means of Assessment</p> <p><input type="radio"/> ERAU Employer Feedback Survey (Details)</p> <p>Further Description:</p> <p>Timeframe of Data Collection Data will be collected by Fall 2007.</p> <p>Participants and Roles Participants include all employers of ERAU graduates who responded to this survey.</p> <p>Other Details Institutional Research constructed, tested, administered, and scored this survey.</p> <p>Criterion for Success 70% of employers will find ERAU graduates have received good, very good, or excellent preparation to lead.</p>
Step 4	<p>Criterion for Success #1: Embry-Riddle Aeronautical University graduates are adequately prepared to lead. 70% 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>Results #1: 95% of ERAU graduates report good, very good, or excellent preparation in leadership skill sets. 6% report that their preparation was not useful.</p> <p>Criterion for Success #2: 70% of employers will find ERAU graduates have received good, very good, or excellent preparation to lead.</p> <p>Results #2: 92% of employers report their ERAU employees have received good, very good, or excellent preparation to lead.</p>
Step 5	<p>Have assessment results been used to make improvements?</p> <p><input checked="" type="radio"/> Yes</p> <p><input checked="" type="checkbox"/> Other (specify) Provide additional extra-curricular leadership opportunities</p> <p>Description: Additional extra-curricular opportunities to practice leadership have been introduced on campus through organizations such as R3 and the Honors Student Association.</p>

Do assessment results indicate any critical improvements that must be made in the next fiscal year?

No

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