

Unit: User Name:

## Assessment Plan 2007-2008

Unit: General Education, PC

Plan Period: 2007-2008

### 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 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

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>
Step 3	<p><b>Measurement Approach 1</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 2008.</p> <p><b>Participants and Roles</b> Participants are ERAU students graduating in the 2008 calendar year.</p> <p><b>Other Details</b></p> <p><b>Criterion for Success</b> 90% of graduating ERAU seniors will have demonstrated oral presentation skills at satisfactory level or higher in capstone courses, speech courses, or both.</p>
Step 4	<p><b>Criterion for Success #1:</b> 90% of graduating ERAU seniors will have demonstrated oral presentation skills at satisfactory level or higher in capstone courses, speech courses, or both.</p> <p><b>Results #1:</b> 97% of graduating seniors who were enrolled in engineering capstone courses demonstrated oral presentation skills at satisfactory level or higher as assessed by HU/COM faculty team-teaching in four (4) engineering capstone courses using a common rubric.</p>
	<p><b>Have assessment results been used to make improvements?</b></p> <ul style="list-style-type: none"> <li>● Yes</li> <li>✓ Pedagogical modifications</li> </ul>

<b>Step 5</b>	<p><b>Description:</b> A common rubric for assessing graduating students' oral presentation skills was designed and tested in this assessment cycle; this rubric will be adopted by all HU/COM faculty teaching capstone courses in engineering as well as other disciplines (e.g., space physics).</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>
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<b>Step 2</b>	<p><b>Outcome Title</b> ERAU students are prepared in technical writing skills</p> <p><b>Outcome Statement</b> 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>
<b>Step 3</b>	<p><b>Measurement Approach 1</b></p> <p><b>Means of Assessment</b> <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 2008.</p> <p><b>Participants and Roles</b> Participants are ERAU graduates who responded to this IR survey.</p> <p><b>Other Details</b></p> <p><b>Criterion for Success</b> 90% of graduating ERAU seniors will rank their technical writing preparation as good, very good, or excellent.</p>
<b>Step 4</b>	<p><b>Criterion for Success #1:</b> 90% of graduating ERAU seniors will rank their technical writing preparation as good, very good, or excellent.</p> <p><b>Results #1:</b> 78% of graduating ERAU seniors ranked their technical writing preparation as good, very good, or excellent, claiming that their preparation made them stronger technical writers. Exit interviews with a subset of these seniors indicated that students who gained the most from their technical writing preparation were those who took courses with certain faculty who worked in tangent with engineering and other content faculty to provide authentic models and assignments. Other students felt that they did not gain as much because they took the course with a specific instructor who did not provide the same opportunities.</p>
	<p><b>Have assessment results been used to make improvements?</b></p> <p><input checked="" type="radio"/> <b>Yes</b></p> <p><input checked="" type="checkbox"/> Pedagogical modifications</p> <p><input checked="" type="checkbox"/> Personnel-related changes were made</p> <p><b>Description:</b> In response to graduating student feedback, faculty will be rotated, allowing faculty who wish to work closely</p>

**Step 5** with the engineering, physics, meteorology, and other technical faculty can do so; furthermore, a unified syllabus that provides authentic models will be negotiated and adopted.

**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:**

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<b>Step 2</b>	<p><b>Outcome Title</b> ERAU students demonstrate leadership skills</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University graduates are adequately prepared to demonstrate strong leadership skills.</p>
<b>Step 3</b>	<p><b>Measurement Approach 1</b></p> <p><b>Means of Assessment</b> <input checked="" type="radio"/> ERAU Employer Feedback 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 2008.</p> <p><b>Participants and Roles</b> Participants are employers who responded to this IR survey.</p> <p><b>Other Details</b></p> <p><b>Criterion for Success</b> 90% of employers rank their ERAU employees' ability to lead as good, very good, or excellent.</p>
<b>Step 4</b>	<p><b>Criterion for Success #1:</b> 90% of employers rank their ERAU employees' ability to lead as good, very good, or excellent.</p> <p><b>Results #1:</b> 84.8% of employers ranked their ERAU employees' ability to lead as good good, or excellent.</p>
<b>Step 5</b>	<p><b>Have assessment results been used to make improvements?</b></p> <p><input checked="" type="radio"/> <b>Yes</b></p> <p><input checked="" type="checkbox"/> Other (specify) Addition of leadership component to UNIV 101 and similar courses</p> <p><b>Description:</b> In an attempt to increase our students' leadership skills, additional opportunity to learn and exercise these skills must be provided. In the forthcoming assessment cycle, members of the Gen Ed Committee and UNIV 101 instructors will work closely with the teaching staff of the Air Force and Army detachments on the Prescott campus to provide such opportunities. One such opportunity may include implementation of the "leadership course" which requires groups to move through physical tasks of increasing complexity that require various levels of leadership, followership, and teamwork. Leadership will also be included in the next assessment cycle.</p>

**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:**

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