

Unit: User Name:

Assessment Plan 2008-2009

Unit: General Education, PC

Plan Period: 2008-2009

Step 1: Expanded Statement of Institutional Purpose

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

[ERAU students are adequately prepared in aesthetics](#)[ERAU students are adequately prepared in critical thinking/information literacy](#)[ERAU students are adequately prepared in leadership skills.](#)[ERAU students are adequately prepared in mathematics/statistical reasoning](#)[ERAU students are adequately prepared in public speaking skills.](#)[ERAU students are adequately prepared in technical writing skills](#)[ERAU students are adequately prepared in geography.](#)

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 adequately prepared in aesthetics</p> <p>Outcome Statement Embry-Riddle Aeronautical University students demonstrate the ability to successfully analyze and discuss aesthetics as applies to art, music, film, literature, and other humanities-related pursuits using appropriate descriptive and analytical language. Students will demonstrate adequate command of key vocabulary and related conceptual frameworks to appreciate and analyze the aesthetic qualities of various artistic artifacts, including but not limited to literature, film, drama, music, and the visual arts. To this end, a new assessment method using pre- and post-tests and aesthetic appreciation essays is to be introduced to selected sections of 100-level and 300-level HU courses in Spring 2009, namely the HU 14x humanities series, HU 316: Studies on Music, HU 325: Exploring Film, and HU 355: Creative Writing. Following departmental review of this method and refinement, pre- and post-tests and research reviews may be introduced to all remaining sections of 100-level and 300-level HU courses by Fall 2009.</p>
	<p><u>Measurement Approach 1</u></p> <p>Means of Assessment</p> <p><input checked="" type="radio"/> Other Aesthetic Terminology Pre- and Post-tests</p> <p>Further Description:</p> <p>Timeframe of Data Collection Data will be collected by Fall 2009.</p> <p>Participants and Roles Participants are all students enrolled in selected sections of HU 14x in Spring 2009 and Summer 2009 during the planned introduction of the aesthetic pre- and post-tests at ERAU/Prescott.</p> <p>Other Details Aesthetic Terminology Pre- and Post-test • Is developed through departmental discussion of course objectives and outcomes and comparative review of course content by the HU/COM department; • Fulfills at least one performance objective of courses in the HU 14x series, including but not limited to the ability to “recognize the relationship between particular cultures and their artifacts,” to “understand the humanities as a record of what the culture values,” and to “evaluate the humanities as an evolving conversation about what</p>

it means to be human”; • Measures student knowledge of approximately 30 key aesthetic terms as selected by HU faculty; • Assesses student knowledge of these key terms through a multiple-choice format using a standardized, objective rubric that has been checked by faculty from both the HU/COM and MA departments for rigor, reliability, and statistical validity, with 70% of the answers marked correct being designated a “passing” score; • Provides both an assessment of student needs pre-term and an assessment of student growth post-term; • Is collected within the first week of the term and during the last week of the term; and • Is administered by HU instructors for selected sections of classes in the HU 14x series. All relevant documentation will be kept on file with members of the General Education Committee and with HU/COM faculty.

Criterion for Success

Students will quantitatively demonstrate an increased understanding of key aesthetic terms commonly used to analyze and appreciate aesthetic artifacts (e.g., operas, portraits, poems) from varying cultures which espouse varying aesthetic values. Specifically, once all tests are scored, the mean score for all pre-tests and all post-tests will be calculated and then statistically compared. Students will demonstrate an aggregate mean score of at least 70% (passing) on the post-test. Furthermore, students will demonstrate a significant increase in aggregate test scores of at least 10% from pre-test to post-test. The pre- and post-test assessment method will also undergo departmental review; after review and refinement, these tests may be introduced to remaining sections of 100-level and 300-level HU courses by Fall 2009.

Step 3

Measurement Approach 2

Means of Assessment

- Other

Aesthetic Appreciation Essays

Further Description:

Timeframe of Data Collection

Data will be collected by Fall 2009.

Participants and Roles

Participants are all students enrolled in selected 100-level and 300-level HU sections in Spring 2009 and Summer 2009 during the planned introduction of the aesthetic appreciation essays ERAU/Prescott.

Other Details

Aesthetic Appreciation Essays • Respond to course-specific prompts that focus on aesthetic analysis and appreciation; • Fulfill at least one performance objective of most 100-level and 300-level HU courses, including but not limited to the ability to “recognize the relationship between particular cultures and their artifacts,” to “understand the humanities as a record of what the culture values,” and to “evaluate the humanities as an evolving conversation about what it means to be human”; • Require students to use key aesthetic terminology as part of a larger, unified conceptual framework specific to the course or subject at hand; • Measure student ability to accurately and effectively use key aesthetic terminology; • Measure student ability to use key aesthetic terminology within the context of a larger argument rather than in isolation; • Are holistically graded on a pass/fail basis according to standards clearly articulated by the HU/COM department; • Are collected at least once throughout the term; and • Are administered by selected HU instructors teaching 100-level and 300-level HU courses.

Criterion for Success

All relevant documentation will be kept on file with members of the General Education Committee and with HU/COM faculty.

Criterion for Success #1:

Students will quantitatively demonstrate an increased understanding of key aesthetic terms commonly used to analyze and appreciate aesthetic artifacts (e.g., operas, portraits, poems) from varying cultures which espouse varying aesthetic values. Specifically, once all tests are scored, the mean score for all pre-tests and all post-tests will be calculated and then statistically compared. Students will demonstrate an aggregate mean score of at least 70% (passing) on the post-test. Furthermore, students will demonstrate a significant increase in aggregate test scores of at least 10% from pre-test to post-test. The pre- and post-test assessment method

<p>Step 4</p>	<p>will also undergo departmental review; after review and refinement, these tests may be introduced to remaining sections of 100-level and 300-level HU courses by Fall 2009.</p> <p>Results #1: See attached file.</p> <p>Attached Result Files #1: Aesthetics Post-test</p> <p>Criterion for Success #2: All relevant documentation will be kept on file with members of the General Education Committee and with HU/COM faculty.</p> <p>Results #2:</p>
<p>Step 5</p>	<p>Have assessment results been used to make improvements?</p> <p><input checked="" type="radio"/> Yes</p> <p>Description:</p> <p>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</p> <p><input checked="" type="radio"/> No</p>

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<p>Step 2</p>	<p>Outcome Title ERAU students are adequately prepared in critical thinking/information literacy</p> <p>Outcome Statement Embry-Riddle Aeronautical University students demonstrate adequate information literacy skills through their ability to successfully frame and scope research questions, to use the available electronic resources at ERAU to efficiently and effectively find answers to these questions, to judge the merit of answers found (reliability, validity, authority), and to properly cite the pertinent electronic sources.</p>
	<p>Measurement Approach 1</p> <p>Means of Assessment</p> <p><input checked="" type="radio"/> Other Demographic Survey</p> <p>Further Description:</p> <p>Timeframe of Data Collection Data will be collected by Fall 2009.</p> <p>Participants and Roles Participants are students attending library instruction lectures; these students are enrolled in classes ranging from 100-level to 600-level so that a reasonable cross-section of student educational level is captured.</p> <p>Other Details Demographic Survey • Is developed in conjunction with ERAU/Prescott library staff over 5 years; • Is designed to identify students' current knowledge of information literacy practices; • Is administered as a demographic survey at the beginning of research instruction lectures; and • Is administered by the Reference/Instruction Librarian to students who are enrolled in COM 122: Language and Literature and are attending the research instruction lectures. Refer to the Library's Information Literacy Instruction assessment plan (measurement approach 1) for the 2008-2009 cycle for complete details. All assessment</p>

details will be kept on file with members of the General Education Committee and with the Public Services Manager of the Udvar-Hazy Library.

Criterion for Success

At least 80% of student respondents will answer the demographic survey correctly.

Step 3

Measurement Approach 2

Means of Assessment

Other

Information Literacy Post-instruction Quiz

Further Description:

Timeframe of Data Collection

Data will be collected by Fall 2009.

Participants and Roles

Participants are students attending library instruction lectures; these students are enrolled in classes ranging from 100-level to 600-level so that a reasonable cross-section of student educational level is captured.

Other Details

Information Literacy Post-instruction Quiz • Is designed to ascertain that students attending research instruction lectures have learned the information literacy concepts taught (e.g., using the CARS system to evaluate website quality); • Is administered as a post-instruction quiz; and • Is administered by the Reference/Instruction Librarian to students enrolled in COM 122: Language and Literature. Refer to the Library's Information Literacy Instruction assessment plan (measurement approach 1) for the 2008-2009 cycle for complete details. All assessment details will be kept on file with members of the General Education Committee and with the Public Services Manager of the Udvar-Hazy Library.

Criterion for Success

The percentage of correct answers on the post-instruction quiz will increase by 5% from the previous assessment cycle to the current assessment cycle.

Step 4

Criterion for Success #1:

At least 80% of student respondents will answer the demographic survey correctly.

Results #1:

Please see the attached file.

Attached Result Files #1:

[Library Instruction Assessment](#)

Criterion for Success #2:

The percentage of correct answers on the post-instruction quiz will increase by 5% from the previous assessment cycle to the current assessment cycle.

Results #2:

Step 5

Have assessment results been used to make improvements?

Yes

Pedagogical modifications

Description:

Changes were implemented in the instruction offered by the reference librarians.

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

No

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<p>Step 2</p>	<p>Outcome Title ERAU students are adequately prepared in leadership skills.</p> <p>Outcome Statement Embry-Riddle Aeronautical University students demonstrate adequate leadership skills through their ability to successfully identify and meet goals as part of a team using leadership strategies such as clear instruction, modeling, negotiation, consensus-building, and team-building.</p>
<p>Step 3</p>	<p>Measurement Approach 1</p> <p>Means of Assessment</p> <p><input checked="" type="radio"/> Other Completion of ROTC Field Course</p> <p>Further Description:</p> <p>Timeframe of Data Collection Data will be collected by Fall 2009.</p> <p>Participants and Roles While all ERAU students are invited to participate, required participants are all first-year ROTC students and at least 25% of all first-year non-ROTC students. Students will be encouraged to participate through information sessions given in UNIV 101 classes, during residence hall meetings, or by explicit request of course instructors (e.g., instructors of capstone courses and other courses where students work in student-led teams). Detachment commanders will be responsible for coordinating the times that student groups may report to the field course and for collecting data.</p> <p>Other Details Completion of ROTC Field Course • Is undertaken by groups of students; • Is developed to measure pass/fail outcomes in the ability to lead groups through tasks of increasing complexity that require various levels of teamwork; • Is administered as a pre- and post-course instrument; and • Is administered by faculty from AFROTC detachment 028. All assessment details will be kept on file by members of the General Education Committee and detachment commanders. Data will be stored in a database such as SABOOMS for future longitudinal assessment.</p> <p>Criterion for Success All first-year ROTC students will complete the field course. At least 25% of first-year non-ROTC students will complete the field course. At least 80% of all students will earn a "pass" on this pass/fail instrument.</p>
<p>Step 4</p>	<p>Criterion for Success #1: All first-year ROTC students will complete the field course. At least 25% of first-year non-ROTC students will complete the field course. At least 80% of all students will earn a "pass" on this pass/fail instrument.</p> <p>Results #1: Due to a change in the ROTC command structure the implementation of this assessment procedure was delayed. Leadership will be measured according to the procedures and tools stated in the 2009-2010 assessment plan.</p>
<p>Step 5</p>	<p>Have assessment results been used to make improvements?</p> <p><input checked="" type="radio"/> No</p> <p>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</p>

No

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Step 2	<p>Outcome Title ERAU students are adequately prepared in mathematics/statistical reasoning</p> <p>Outcome Statement Embry-Riddle Aeronautical University students demonstrate adequate statistical reasoning and a satisfactory understanding of critical concepts and possession of critical skills in descriptive and inferential statistics. Student conceptual understanding and reasoning skills will be demonstrated both by satisfactory performance on a battery of post-tests to be administered in MA 222: Business Statistics and by significant increases on a battery of pre- and post-test scores to be administered in MA 222: Business Statistics; concepts and skills in both descriptive and inferential statistics will be measured by these pre- and post-tests.</p>
Step 3	<p><u>Measurement Approach 1</u></p> <p>Means of Assessment</p> <p><input checked="" type="radio"/> Other Descriptive Statistics Pre- and Post-tests</p> <p>Further Description:</p> <p>Timeframe of Data Collection Data will be collected by Fall 2009.</p> <p>Participants and Roles Participants are all students enrolled in selected MA 222 sections in Spring 2009.</p> <p>Other Details Descriptive Statistics Pre- and Post-test • Is designed according to the guidelines published by the National Council of Teachers of Mathematics (NCTM); • Fulfills at least one performance objective of the MA 222: Business Statistics, namely that students demonstrate a working knowledge of basic concepts in descriptive statistics, to include but not be limited to stem and leaf plots, means, medians, averages, and probability curves; • Assesses student knowledge of descriptive statistics through approximately 5 pages of exam problems, including but not limited to open-ended definitions, multiple-choice, word problems, and plotting problems; • Is collected at the beginning of the term (pre-test) and at the end of the term (post-test); and • Is graded by MA faculty, with 70% of the answers marked correct being designated a “passing” score; • Is administered by selected MA 222 instructors. All relevant documentation will be kept on file with members of the General Education Committee and with faculty from the MA Department.</p> <p>Criterion for Success Students will quantitatively demonstrate a significantly increased understanding of key concepts in descriptive statistics. Specifically, once all pre- and post-tests are scored, the mean score for all pre-tests and all post-tests will be calculated and then statistically compared. Students will demonstrate an aggregate mean score of at least 70% (passing) on the post-test. Furthermore, students will demonstrate a significant increase in aggregate test scores of at least 10% from pre-test to post-test.</p> <p><u>Measurement Approach 2</u></p> <p>Means of Assessment</p> <p><input checked="" type="radio"/> Other Inferential Statistics Pre- and Post-test</p> <p>Further Description:</p> <p>Timeframe of Data Collection Data will be collected by Fall 2009.</p> <p>Participants and Roles</p>

Participants are all students enrolled in selected MA 222 sections in Spring 2009.

Other Details

Inferential Statistics Pre- and Post-test • Is designed according to the guidelines published by the National Council of Teachers of Mathematics (NCTM); • Fulfills at least one performance objective of the MA 222: Business Statistics, namely that students demonstrate a working knowledge of basic concepts of inferential statistics, to include but not be limited to creation and interpretation of Venn diagrams, creation and interpretation of basic probability curves, margins of error, skewing and bias in sampling, and standard distributions; • Assesses student knowledge of interpretive statistics through approximately 5 pages of exam problems, including but not limited to open-ended definitions, multiple-choice, word problems, and plotting problems; • Is collected at the beginning of the term (pre-test) and at the end of the term (post-test); and • Is graded by MA faculty, with 70% of the answers marked correct being designated a “passing” score; • Is administered by selected MA 222 instructors All relevant documentation will be kept on file with members of the General Education Committee and with faculty from the MA Department

Criterion for Success

Students will quantitatively demonstrate a significantly increased understanding of key concepts in interpretive statistics. Specifically, once all pre- and post-tests are scored, the mean score for all pre-tests and all post-tests will be calculated and then statistically compared. Students will demonstrate an aggregate mean score of at least 70% (passing) on the post-test. Furthermore, students will demonstrate a significant increase in aggregate test scores of at least 10% from pre-test to post-test.

Step 4	<p>Criterion for Success #1: Students will quantitatively demonstrate a significantly increased understanding of key concepts in descriptive statistics. Specifically, once all pre- and post-tests are scored, the mean score for all pre-tests and all post-tests will be calculated and then statistically compared. Students will demonstrate an aggregate mean score of at least 70% (passing) on the post-test. Furthermore, students will demonstrate a significant increase in aggregate test scores of at least 10% from pre-test to post-test.</p> <p>Results #1:</p> <p>Criterion for Success #2: Students will quantitatively demonstrate a significantly increased understanding of key concepts in interpretive statistics. Specifically, once all pre- and post-tests are scored, the mean score for all pre-tests and all post-tests will be calculated and then statistically compared. Students will demonstrate an aggregate mean score of at least 70% (passing) on the post-test. Furthermore, students will demonstrate a significant increase in aggregate test scores of at least 10% from pre-test to post-test.</p> <p>Results #2: The measurement instruments did not sufficiently discriminate the 2 skill sets being measured.</p>
Step 5	<p>Have assessment results been used to make improvements? <input checked="" type="radio"/> No</p> <p>Do assessment results indicate any critical improvements that must be made in the next fiscal year? <input checked="" type="radio"/> No</p>

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Step 2	<p>Outcome Title ERAU students are adequately prepared in public speaking skills.</p> <p>Outcome Statement Embry-Riddle Aeronautical University students demonstrate adequate oral presentation/public speaking skills</p>
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through their ability to successfully give both extemporaneous and planned presentations that suit a variety of purposes to a variety of audiences on a variety of topics.

Measurement Approach 1

Means of Assessment

- Other

Service Learning Assessment

Further Description:

Timeframe of Data Collection

Data will be collected by Fall 2009

Participants and Roles

Participants are students enrolled in all sections of COM 219: Speech in Fall 2008 and Spring 2009. Dr. Sally Blomstrom will coordinate the administration of the Service Learning Assessment. The external evaluator is ERAU/Prescott's community partner for service learning, Ms. Stacy DeVeau.

Other Details

Service Learning Assessment • Is modified from the Oral Communication Competencies as reported by the National Communication Association (NCA); • Fulfills at least one performance objective of COM 219: Speech, that "students will demonstrate an ability to effectively inform and persuade a variety of audiences"; • Contains six (6) sub-components: * pre- and post-term survey taken by speech students, * pre- and post-term test of listening skills taken by speech students (taken from the HURIER profile), * pre- and post-service learning survey taken by members of the community, * post-service learning reflection written by speech students, * post-service learning observation written by peers, and * post-service learning evaluation written by external evaluator; • Is designed to provide both quantitative and qualitative elements and triangulation; • Is administered throughout the school term; and • Is administered by the COM 219 course instructor. All relevant documentation as regards this assessment will be kept on file with members of the General Education Committee and with the COM 219 course coordinator.

Criterion for Success

Students will demonstrate a significant increase of at least 5% on the pre- and post-term survey and the pre- and post-term listening test. Members of the community will demonstrate a significant increase of at least 5% on the pre- and post-service learning survey. Students will qualitatively demonstrate some level of growth in their public speaking skills, including audience awareness, as evidenced through their own written reflections, the written observation of their peers, and the written evaluation of their course instructor.

Step 3

Measurement Approach 2

Means of Assessment

- Other

Engineering Capstone Briefing Assessments

Further Description:

Timeframe of Data Collection

data will be collected by Fall 2009.

Participants and Roles

Participants are all students enrolled in all sections of all four (4) aerospace engineering capstone courses.

Other Details

Engineering Capstone Briefing Assessments • Are developed and tested by teams of HU/COM and AE faculty over the past six years; • Provide discreet item analysis of critical oral presentation elements (e.g., pacing, volume, eye contact, engagement, fillers, appropriate register and vocabulary choice); • Are administered during midterm briefings and final briefings during which students present to both industrial advisory board (IAB) members departmental faculty, and the university at large; • Are administered in all four (4) aerospace engineering capstone courses; and • Are administered by the HU/COM team-teachers present in each capstone course. All relevant documentation as regards this assessment will be kept on file with members of the General Education Committee and with the AE capstone coordinator.

Criterion for Success

	Students will demonstrate a significant increase in aggregate assessment scores of at least 5% between the midterm and final briefings.
Step 4	<p>Criterion for Success #1: Students will demonstrate a significant increase of at least 5% on the pre- and post-term survey and the pre- and post-term listening test. Members of the community will demonstrate a significant increase of at least 5% on the pre- and post-service learning survey. Students will qualitatively demonstrate some level of growth in their public speaking skills, including audience awareness, as evidenced through their own written reflections, the written observation of their peers, and the written evaluation of their course instructor.</p> <p>Results #1: The assessment grant enabled us to gather data from students in COM 219 Speech during the 2008-2009 academic year. Significant increases were found in all sections on all five dimensions: content, organization, delivery, team skills, and personal skills. Differences existed between pedagogies, which provides useful feedback to the instructors and opens the door for improved instruction. Preliminary findings were presented at Lilly West, a conference on the scholarship of teaching and learning in March. Additional findings were presented at the American Society for Engineering Education in June. A paper will be presented at the National Communication Association conference.</p> <p>Criterion for Success #2: Students will demonstrate a significant increase in aggregate assessment scores of at least 5% between the midterm and final briefings.</p> <p>Results #2: Please see attached files.</p> <p>Attached Result Files #2: Assessment of Basic Course Comparing Service-Learning with other Pedagogies How and to What Extent Does a Service-Learning Pedagogy Enhance Communication and Collaborative Skill</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: Additional instruction was added in the area of team skill development. More in-class practice was devoted to areas receiving lower mean scores.</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 adequately prepared in technical writing skills</p> <p>Outcome Statement Embry-Riddle Aeronautical University students demonstrate adequate technical writing skills through their ability to successfully comprehend and create lab reports, white papers, proposals, and other technical documents required by aerospace-related professions such as engineering, space physics, and meteorology.</p>
	<p>Measurement Approach 1</p> <p>Means of Assessment</p>

Step 3	<p><input type="radio"/> Student portfolios</p> <p>Further Description:</p> <p>Timeframe of Data Collection Data will be collected by Fall 2009.</p> <p>Participants and Roles Participants are all students enrolled in all sections of COM 221: Technical Writing in Spring 2009 and Summer 2009 during the planned update of the technical writing program at ERAU/Prescott.</p> <p>Other Details Technical Writing Portfolios * Are designed according to the guidelines published by the National Council of Teachers of English (NCTE); * Fulfill at least one performance objective of COM 221: Technical Writing, that "students will research and write a variety of documents for a variety of purposes"; • Include not only samples of work accomplished over the course of the semester but also reflective summaries on student growth by the student, peers, and faculty; • Are holistically graded according to standards published by the NCTE; • Are administered the end of each term; and • Are administered by the COM 221 course instructor. All relevant documentation will be kept on file with members of the General Education Committee and with COM 221 faculty.</p> <p>Criterion for Success Students will qualitatively demonstrate through written reflection some level of growth in their technical writing in terms of pre-writing, research, writing, revising, editing, and/or other strategies and attendant skills.</p>
Step 4	<p>Criterion for Success #1: Students will qualitatively demonstrate through written reflection some level of growth in their technical writing in terms of pre-writing, research, writing, revising, editing, and/or other strategies and attendant skills.</p> <p>Results #1: COM 221 students in their portfolio and final course assessment responses argue that their research, writing, and revising skills have improved. Faculty have noted marked improvement particularly in the areas of memo writing, process analysis, and proposals. Students note continued weakness in integrating written research and faculty note continued difficulty in students' ability to properly organize and present graphics and data commentary for lab reports. Efforts will continue in this area for the 2009-2010 assessment cycle.</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: Course content has been adjusted to allow more time and attention to student acquisition of the following: 1) integration of research into student reports, 2) enhancement of graphic usage and appropriate data commentary, and 3) improved organization of lab reports.</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 adequately prepared in geography.</p> <p>Outcome Statement Embry-Riddle Aeronautical University students demonstrate adequate knowledge of critical terms and</p>
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concepts of geography as drawn from four traditions: earth science, culture, location, and region. Students are able to demonstrate measurable gains between a pre- and post-test of key geographical terms and concepts, and they are able to give an oral presentation which satisfactorily demonstrates their ability to use these key terms to undertake a geographical analysis for a given region.

Measurement Approach 1

Means of Assessment

- Other

Geography Pre- and Post-test

Further Description:

Timeframe of Data Collection

Data will be collected by Fall 2009.

Participants and Roles

Participants are all students enrolled in SS 204: Introduction to Geography in Spring 2009.

Other Details

Geography Pre- and Post-Test • Is designed according to the national geography standards as articulated by the Geography Education Standards Project (1994); • Fulfills at least one performance objective of SS 204: Introduction to Geography, namely that students will be able to demonstrate knowledge of key terms, including but not limited to places, names, and locations as well as terms that relate geography to climate, culture, demographics, politics, economics, and transportation; • Measures student knowledge of approximately 10 key geographic terms as selected by course faculty from the textbook "Geography for Life: National Geography Standards 1994"; • Assesses student knowledge of these key terms through true/false format, with 70% of the answers marked correct being designated a "passing" score; • Provides both an assessment of student needs pre-term and an assessment of student growth post-term; • Is collected within the first week of the term and during the last week of the term; and • Is administered by course instructors of SS 204: Introduction to Geography. All relevant documentation will be kept on file with members of the General Education Committee and with geography faculty

Criterion for Success

Students will quantitatively demonstrate an increased understanding of key geographical terms. Specifically, once all geography pre- and post-tests are scored, the mean score for all pre-tests and all post-tests will be calculated and then statistically compared. Students will demonstrate an aggregate mean score of at least 70% (passing) on the post-test. Furthermore, students will demonstrate a significant increase in aggregate test scores of at least 10% from pre-test to post-test.

Step 3

Measurement Approach 2

Means of Assessment

- Other

Geography Oral Presentation

Further Description:

Timeframe of Data Collection

Data will be collected by Fall 2009.

Participants and Roles

Participants are all students enrolled in all sections of SS 204: Introduction to Geography in Spring 2009.

Other Details

Geography Oral Presentations • Have been developed and tested by geography faculty over the past two years; • Require students to use key geographical terms correctly and in within the context of a unified presentation; • Are presented during end of term during to an audience of peers and faculty; • Provides discreet item analysis of critical oral presentation elements, including subject matter; • Holistically scores knowledge of subject matter on a Likert-type scale of 1-4; • Is administered by the geography instructor. All relevant documentation as regards this assessment will be kept on file with members of the General Education Committee and with the SS faculty.

Criterion for Success

	Students will demonstrate an aggregate mean score of at least 75% on the “knowledge of subject matter” portion of the oral presentations.
Step 4	<p>Criterion for Success #1: Students will quantitatively demonstrate an increased understanding of key geographical terms. Specifically, once all geography pre- and post-tests are scored, the mean score for all pre-tests and all post-tests will be calculated and then statistically compared. Students will demonstrate an aggregate mean score of at least 70% (passing) on the post-test. Furthermore, students will demonstrate a significant increase in aggregate test scores of at least 10% from pre-test to post-test.</p> <p>Results #1: The average post-test score was 90.53.</p> <p>Criterion for Success #2: Students will demonstrate an aggregate mean score of at least 75% on the “knowledge of subject matter” portion of the oral presentations.</p> <p>Results #2: Data not reported.</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:</p> <p>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</p> <p><input checked="" type="radio"/> No</p>

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