

Unit:    User Name:

## Assessment Plan 2009-2010

Unit: General Education, PC

Plan Period: 2009-2010

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

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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.

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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 adequately prepared in critical thinking/information literacy</p> <p><b>Outcome Statement</b> 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>
Step 3	<p><b>Measurement Approach 1</b></p> <p><b>Means of Assessment</b></p> <ul style="list-style-type: none"> <li>● Other national survey</li> </ul> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Fall 2009</p> <p><b>Participants and Roles</b> Participants are students who attend library information literacy training sessions developed and delivered by the library staff.</p> <p><b>Other Details</b> N/A</p> <p><b>Criterion for Success</b> Results from this measure will constitute a baseline.</p>
Step 4	NO DATA AVAILABLE
Step 5	NO DATA AVAILABLE

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	<p><b>Outcome Title</b></p>
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<b>Step 2</b>	<p>ERAU students are adequately prepared in leadership skills.</p> <p><b>Outcome Statement</b></p> <p>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>
<b>Step 3</b>	<p><b>Measurement Approach 1</b></p> <p><b>Means of Assessment</b></p> <ul style="list-style-type: none"> <li>● Other</li> <li>leadership laboratory exercises</li> </ul> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b></p> <p>Spring 2010</p> <p><b>Participants and Roles</b></p> <p>Students enrolled in 3 sections of COM 219 at a minimum, ROTC personnel, and faculty.</p> <p><b>Other Details</b></p> <p>NO DATA</p> <p><b>Criterion for Success</b></p> <p>Results from this exercise will constitute a baseline.</p>
<b>Step 4</b>	NO DATA AVAILABLE
<b>Step 5</b>	NO DATA AVAILABLE

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<b>Step 2</b>	<p><b>Outcome Title</b></p> <p>ERAU students are adequately prepared in public speaking skills.</p> <p><b>Outcome Statement</b></p> <p>Embry-Riddle Aeronautical University students demonstrate adequate oral presentation/public speaking skills 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.</p>
<b>Step 3</b>	<p><b>Measurement Approach 1</b></p> <p><b>Means of Assessment</b></p> <ul style="list-style-type: none"> <li>● Other</li> <li>Pre-test and post-test measures along iwth qualitative data</li> </ul> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b></p> <p>Fall, 2009 and spring, 2010</p> <p><b>Participants and Roles</b></p> <p>Sections enrolled in 4 sections of COM 219 during fall, 2009 and students enrolled in 3 sections of COM 219 during spring, 2010 and faculty.</p> <p><b>Other Details</b></p> <p>NO DATA</p> <p><b>Criterion for Success</b></p> <p>Students will demonstrate significant improvement from the pre-test to the post-test in all 5 categories.</p>

<b>Step 4</b>	NO DATA AVAILABLE
<b>Step 5</b>	NO DATA AVAILABLE

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<b>Step 2</b>	<p><b>Outcome Title</b> ERAU students are adequately prepared in technical writing skills</p> <p><b>Outcome Statement</b> 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>
<b>Step 3</b>	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b></p> <p><input checked="" type="radio"/> Other Pre and post-course writing samples</p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Fall, 2009 and spring, 2010</p> <p><b>Participants and Roles</b> Students from 4 sections of COM 221 and 4 sections of engineering design capstone courses will participate, along with the faculty teaching those courses.</p> <p><b>Other Details</b> NO DATA</p> <p><b>Criterion for Success</b> On the post-test students will score an aggregate mean of 70%, furthermore students will show a significant improvement from pre to post measures of at least 10% of the mean aggregate score.</p>
<b>Step 4</b>	NO DATA AVAILABLE
<b>Step 5</b>	NO DATA AVAILABLE

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