

PC_General Education [2012-13]

Date of report: September 10, 2013

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About this Assessment Plan

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Assessment Plan Place: General Education

Assessment Unit Information

✳ Select Assessment [2012-2013] Prescott Academic Plans Planning Form

✳ Program Name: PC_General Education [2012-13]

Contact Name: Edward Poon

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Contact Phone: 928 777 3752

✳ Public? Yes

Status of Assessment Plan

✳ Status of Assessment Planning = Approved; Improvement = Approved Plan

Program Mission Statement

✳ Program Mission Statement Recognizing its general and special missions in education, Embry-Riddle embraces a general education program. This course of study ensures that students possess the attributes expected of all university graduates. Encouraging intellectual self-reliance and ability, the general education program enables students, regardless of their degree program, to understand the significance of acquiring a broad range of knowledge.

Throughout the general education program, students gain and enhance competence in written and oral communication. They practice reasoning and critical thinking skills and demonstrate computer proficiency. As students engage in this course of study, they familiarize themselves with and investigate ideas and methodologies from several disciplines. These include the arts and humanities, the social sciences, the natural sciences, and mathematics. The program also helps students recognize interrelationships among the disciplines.

Promoting the appreciation of varied perspectives, the general education program provides intellectual stimulation, ensuring that students are broadly educated. This course of study empowers students to make informed value judgments, to expand their knowledge and understanding of themselves, and to lead meaningful, responsible, and satisfying lives as individuals, professionals, and concerned members of their society and the world.

Alignment of Program Mission Statement to University Mission

Select checkboxes below for all of the appropriate elements that indicate how your Unit Mission aligns with the University Mission Statement.

University Mission Statement:

At Embry-Riddle, our mission is to teach the science, practice and business of aviation and aerospace, preparing students for productive careers and leadership roles in service around the world.

Our technologically enriched, student-centered environment emphasizes learning through collaboration and teamwork, concern for ethical and responsible behavior, cultivation of analytical and management abilities, and a focus on the development of the professional skills needed for participation in a global community. We believe a vibrant future for aviation and aerospace rests in the success of our students. Toward this end, Embry-Riddle is committed to providing a climate that facilitates the highest standards of academic achievement and knowledge discovery, in an interpersonal environment that supports the unique needs of each individual. Embry-Riddle

Aeronautical University is the world's leader in aviation and aerospace education. The University is an independent, non-profit, culturally diverse institution providing quality education and research in aviation, aerospace, engineering and related fields leading to associate's, baccalaureate's, master's and doctoral degrees.

Preparing Students for Productive Careers **Yes**

Preparing students for leadership roles in service around the world **Yes**

Technologically enriched environment **Yes**

Emphasize learning through collaboration and teamwork **No**

Concern for ethical and responsible behavior **Yes**

Cultivate analytical abilities **Yes**

Cultivate management abilities **No**

Develop the professional skills needed for participation in a global community **Yes**

Facilitating the highest standards of academic achievement **No**

Facilitating knowledge discovery **Yes**

Providing an interpersonal environment that supports the unique needs of each individual **No**

Assessment Year in Review

Ad Hoc Improvements in Past Year (optional)

Collaboration with Others to Evaluate Assessment Results and Recommendations **For Fall 2012, there was collaboration with:**

Gen Ed Committee: consisting of Angela Beck (College of Arts & Science), James Helbling (College of Engineering), and Dorothea Ivanova (College of Aviation)

Chief Academic Officer: Richard Bloom

Economics: Ricardo Carreras

Computer Science: Tom Lawson

Library: Suzie Roth

Changes to Assessment Organization, Processes, Participants (optional)

Additional Information (optional)

Attach File(s) (optional)

System Information

Last Modified Date Wednesday, May 29, 2013 10:33:03 AM EDT

Last User to Modify dickeya

Assessment Plan Outcomes

Name	Description	Status	Public
PC_GENED_PO_03 Speech			No
PC_GENED_PO_04 Research			No
PC_GENED_PO_07 Tech			No
PC_GENED_PO_08 Economics			No

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Assessment Plan Outcomes

[PC_GENED_PO_03 Speech](#)

Select Outcome to Assess from Master List of Outcomes

Instructions: Below, click the "BROWSE" button to:

1. (REQUIRED) Select an outcome to assess from Master List of Program Outcomes ("BROWSE" -> "Master List of Program Outcomes" -> "GO" button).

2. (OPTIONAL) Align outcome with any other applicable standards such as AABI, ABET, General Education Outcomes: ("BROWSE" -> "Standards" -> "GO" button).

* Select Outcome from Master List of Outcomes PC_GENED_PO_03 Speech Communicate ideas in non-written form, such as through oral presentations and visual media.

* Assessment Outcome PC_GENED_PO_03 Speech
Title

Assessment Measures, Criteria for Success and Results

Measurement One

Outcome Title PC_GENED_PO_03 Speech

* Means of Assessment Capstone course / senior design project

Description of 'Other' Means of Assessment Students enrolled in all AE/ME Engineering Capstone courses will be assessed on their final capstone presentations. These Engineering Capstone briefing assessments will use an instrument developed by teams of HU/COM and AE faculty over the past 9 years. This instrument provides a discreet item analysis of critical oral presentation elements (e.g., pacing, volume, eye contact, engagement, fillers, appropriate register, appropriate vocabulary, good teamwork and question-and-answer skills). Student scores are used for general education assessment, ABET assessment, and a portion of each student's final course grade. 1. All students in all sections of AE/ME capstone in each semester will have their final briefing scores aggregated; students will score an aggregate mean of 75% in Fall 2012 and 75% Spring 2013.

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) Timeframe for Data Collection: Data will be collected in fall 2012, and spring 2013. Participants and roles: All students enrolled in all sections of AE/ME capstone.

* Criterion for Success Average mean student scores will be at least 75% in fall 2012 and at least 75% in spring 2013.

Assessment Results / Data Collected All students in all sections of AE/ME capstone had their final briefing scores aggregated. Students enrolled in Fall 2012 had an aggregate mean score of 85%, scoring well above the 75% minimum criterion. Students enrolled in Spring 2013 had an aggregate mean score of 97%, scoring well above the 75% criterion.
Was the criterion met? YES

Measurement Two

Means of Assessment	Capstone course / senior design project
Description of 'Other' Means of Assessment	Students enrolled in all AE/ME Engineering Capstone courses will be assessed on their final capstone presentations. These Engineering Capstone briefing assessments will use an instrument developed by teams of HU/COM and AE faculty over the past 9 years. This instrument provides a discreet item analysis of critical oral presentation elements (e.g., pacing, volume, eye contact, engagement, fillers, appropriate register, appropriate vocabulary, good teamwork and question-and-answer skills). Student scores are used for general education assessment, ABET assessment, and a portion of each student's final course grade. 2. All students in the preliminary design courses in each semester will have their final briefing scores aggregated, as will all students in the detail design courses. Students will demonstrate a 5% improvement on their mean scores from preliminary design to detail design in both Fall 2012 and Spring 2013.
Details of Assessment Measurement	Timeframe for Data Collection: Data will be collected in fall 2012, and spring 2013. Participants and roles: All students enrolled in all sections of AE/ME capstone.
Criterion for Success	Average mean student scores for fall 2012 will increase at least 5% from preliminary design to detail design; average mean student scores for spring 2013 will increase at least 5% from preliminary design to detail design.
Assessment Results / Data Collected	In both Fall 2012 and in Spring 2013, all students enrolled in all AE/ME preliminary design courses had their final briefing scores aggregated, as did all students enrolled in all AE/ME detail design courses. In Fall 2012, detail design students demonstrated a 7% improvement over preliminary design students, scoring above the 5% minimum criterion. In Spring 2013, detail students demonstrated a 12% improvement over preliminary design students, scoring well above the 5% criterion. Was the criterion met? YES

Measurement Three

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

Measurement Four

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

Measurement Five and Up

For Outcomes with more than four measurements, select means of assessment for measures five and up from the list below (check all that apply). Then list the details for measurements 5 and up in the areas below. Please number them appropriately in each text area, starting with number 5.

Capstone course / senior design project **No**

Exam in non-culminating **No**

course(s)

Rubric-scored artifact in non-culminating course(s) **No**

End of course evaluations **No**

Focus group/structured interviews (students, faculty) **No**

ERAU Student Satisfaction Survey **No**

ERAU Graduating Student Survey **No**

ERAU Alumni Survey **No**

ERAU Employer Feedback Survey **No**

National Survey of Student Engagement (NSSE) **No**

Incoming Freshmen Survey (CIRP) **No**

Other national survey **No**

External or internal peer review **No**

Retention / graduation rates **No**

Employment placement / continuing education rates **No**

Other (Please specify below) **No**

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion / Criteria for Success

Assessment Results / Data Collected

Improvements

Assessment Outcome Title

Outcome Title **PC_GENED_PO_03 Speech**

Use of Assessment Results

Have assessment results been used to make improvements? **No**

Pedagogical modifications were made **No**

Course sequence was **No**

altered

Technology-related changes were made **No**

Personnel-related changes were made **No**

Other **No**

Description of Improvements

Attach File(s) (optional)

Planned Future Improvements

Indicate and describe any planned improvements. If new funds are required for planned improvements, you will also need to complete the next tab, "Mission Critical Budget Request".

Do assessment results indicate any critical improvements that must be made in the next fiscal year? **No**

Description of Planned Improvements

Mission-Critical Budget Request

Assessment Outcome Title

Outcome Title **PC_GENED_PO_03 Speech**

Mission-Critical Budget Request

Title of Budget Request

Details of Budget Request

Are capital funds required?

Total Amount of Operating Funds Requested

Salaries: \$

Duration:

Benefits: \$

Duration:

Professional Development: \$

Duration:

Computer Hardware: \$

Duration:

Computer Software: \$

Duration:

Other Operating Funds: \$

Duration:

[PC_GENED_PO_04 Research](#)

Select Outcome to Assess from Master List of Outcomes

Instructions: Below, click the "BROWSE" button to:

- (REQUIRED) Select an outcome to assess from Master List of Program Outcomes ("BROWSE" -> "Master List of Program Outcomes" -> "GO" button).
- (OPTIONAL) Align outcome with any other applicable standards such as AABI, ABET, General Education Outcomes: ("BROWSE" -> "Standards" -> "GO" button).

* Select Outcome from 04.DB_GENED_PO_04_Research Conduct and report research accurately and in accordance with Master List of Outcomes professional standards.

* Assessment Outcome PC_GENED_PO_04 Research
Title

Assessment Measures, Criteria for Success and Results

Measurement One

Outcome Title PC_GENED_PO_04 Research

* Means of Assessment Exam in non-culminating course(s)

Description of 'Other' Means of Assessment Students will take a pre-test prior to instruction on library resources and research strategies, and then take a post-test afterwards to see if there is any significant improvement.

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) Timeframe for Data Collection: Sept 2012 - May 2013
Participants and Roles: Students in COM 122
Details of Assessment: Before receiving instruction on library resources and research strategies, students take a pre-test to measure their pre-existing knowledge. After instruction, students take a post-test to measure the value and effectiveness of the library instruction.

* Criterion for Success Average student scores will increase, on average, by 5%.

Assessment Results / Data Collected The criterion for success was easily achieved, based on the aggregate data below:

Question | % with correct answer on pre-test | % with correct answer on post-test

- 1) Which of the following searches would retrieve the MOST results in an online search? | 14% | 54%
- 2) Which of the following is likely to yield the most comprehensive list of relevant scholarly articles for a research project? | 43% | 61%
- 3) A peer-reviewed or refereed journal is BEST described as: | 45% | 70%
- 4) Researchers must distinguish between primary and secondary sources. Which of the following statements is MOST accurate? | 66% | 70%
- 5) In a scholarly paper or article, a citation is: | 49% | 52%
- 6) A citation is NOT required when: | 69% | 75%
- 7) To locate good journal articles on a topic, the BEST way to start is to use: | 31% | 61%

Measurement Two

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

Measurement Three

Means of Assessment

Description of 'Other'
Means of Assessment

Details of Assessment
Measurement

Criterion for Success

Assessment Results /
Data Collected

Measurement Four

Means of Assessment

Description of 'Other'
Means of Assessment

Details of Assessment
Measurement

Criterion for Success

Assessment Results /
Data Collected

Measurement Five and Up

For Outcomes with more than four measurements, select means of assessment for measures five and up from the list below (check all that apply). Then list the details for measurements 5 and up in the areas below. Please number them appropriately in each text area, starting with number 5.

Capstone course / senior design project **No**

Exam in non-culminating course(s) **No**

Rubric-scored artifact in non-culminating course(s) **No**

End of course evaluations **No**

Focus group/structured interviews (students, faculty) **No**

ERAU Student Satisfaction Survey **No**

ERAU Graduating Student Survey **No**

ERAU Alumni Survey **No**

ERAU Employer Feedback Survey **No**

National Survey of Student Engagement (NSSE) **No**

Incoming Freshmen Survey (CIRP) **No**

Other national survey **No**

External or internal peer **No**

review

Retention / graduation rates **No**

Employment placement / continuing education rates **No**

Other (Please specify below) **No**

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion / Criteria for Success

Assessment Results / Data Collected

Improvements

Assessment Outcome Title

Outcome Title **PC_GENED_PO_04 Research**

Use of Assessment Results

Have assessment results been used to make improvements? **Yes (Select all that apply below, then describe)**

Pedagogical modifications were made **No**

Course sequence was altered **No**

Technology-related changes were made **No**

Personnel-related changes were made **No**

Other **No**

Description of Improvements **Librarians will continue to assess pre- and post-test correct answers to determine knowledge increase of library resources and strategies during all COM122 courses. They will tailor questions on test to align with student learning outcomes.**

Attach File(s) (optional)

Planned Future Improvements

Indicate and describe any planned improvements. If new funds are required for planned improvements, you will also need to complete the next tab, "Mission Critical Budget Request".

Do assessment results indicate any critical improvements that must be made in the next fiscal year? **No**

Description of Planned Improvements

Mission-Critical Budget Request

Assessment Outcome Title

Outcome Title PC_GENED_PO_04 Research

Mission-Critical Budget Request

Title of Budget Request

Details of Budget Request

Are capital funds required?

Total Amount of Operating Funds Requested

Salaries: \$

Duration:

Benefits: \$

Duration:

Professional Development: \$

Duration:

Computer Hardware: \$

Duration:

Computer Software: \$

Duration:

Other Operating Funds: \$

Duration:

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[PC_GENED_PO_07 Tech](#)

Select Outcome to Assess from Master List of Outcomes

Instructions: Below , click the "BROWSE" button to:

- (REQUIRED) Select an outcome to assess from Master List of Program Outcomes ("BROWSE" -> "Master List of Program Outcomes" -> "GO" button).
- (OPTIONAL) Align outcome with any other applicable standards such as AABI, ABET, General Education Outcomes: ("BROWSE" -> "Standards" -> "GO" button).

* Select Outcome from Master List of Outcomes PC_GENED_PO_07 Tech Use technology to organize and manipulate information to communicate ideas and concepts.

* Assessment Outcome Title PC_GENED_PO_07 Tech

Assessment Measures, Criteria for Success and Results

Measurement One

Outcome Title PC_GENED_PO_07 Tech

* Means of Assessment Exam in non-culminating course(s)

Description of 'Other' Means of Assessment Students enrolled in IT 109 will show improvement in final exam scores on the computer literacy unit. Quizzes corresponding to chapters in the two books used for computer literacy are taken

through Blackboard. The quizzes are one time only, open book, and timed. The change will involve allowing students to take the quizzes as many as three times. Students will be encouraged to achieve a (minimum) mastery level of 75% on each quiz, and re-take a quiz until that level is achieved. It will be the student's choice to re-take a quiz, and individual quizzes will not be measured as part of this project. 1. This will hopefully lead to increased knowledge of the subjects in the computer literacy unit, measured by scores on the literacy component of the final exam. Baseline scores will be the multiple choice questions component of the final exam for fall 2012, then spring 2013 scores will be measured, with a goal of 5% increase in average student scores.

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.)

Details of Assessment: The final exam has 45 multiple choice questions from the literacy component of the course. The scores on this section of the final exam will be recorded for two sections of IT 109 for fall 2012, then the same questions for two sections of spring 2013.
 Timeframe for Data Collection: Data will be collected in fall 2012, and spring 2013.
 Participants and roles: Students in two sections of IT 109 in each semester (4 sections total).

✧ Criterion for Success

Average student scores will increase 5% or more from fall 2012 to spring 2013.

Assessment Results / Data Collected

The IT 109 general education project to improve student learning and knowledge in the area of computer literacy, measured by the final exam, met and exceeded the improvement goals in all cases. Specifically, the 45 literacy questions component showed improvements of 14.9% and 9.7%; overall 12.9% gain. (More details on the aggregate data below.)

The emphasis on reviewing the last two weeks of the semester was the key factor in the gains. Short quizzes on terms from all chapters and an all-chapters Study Guide for main terms (filled out by students) were included for the first time this semester, and the average gain in literacy was significant.

Statistics: Based on 45 Literacy Questions (90 points), the average point score for Section 1 improved from 46.76 (52.0%) in Fall 2012 to 60.17 (66.9%) in Spring 2013, an improvement of 14.9%. The average point score for Section 2 improved from 52.29 (58.1%) in Fall 2012 to 61 (67.8%) in Spring 2013, an improvement of 9.7%.

Measurement Two

Means of Assessment

Exam in non-culminating course(s)

Description of 'Other' Means of Assessment

Students enrolled in IT 109 will demonstrate competency in Excel, by completing a project in Excel. The change that will take place is that practice files for Excel and Access will be provided. This will hopefully lead to increased performance in Excel, as measured by scores on the projects.

Details of Assessment Measurement

Details of Assessment: Each student in IT 109 will complete a 200 point Project on Excel. These projects will be used to determine student performance in Excel.
 Timeframe for Data Collection: Data will be collected in spring 2013.
 Participants and roles: Students in two sections of IT 109 in the spring semester.

Criterion for Success

Average student scores on the Excel projects will exceed a minimum of 70%.

Assessment Results / Data Collected

The IT 109 general education project to improve student learning and performance in Excel, measured by the final exam, met and exceeded the desired goal of 70% in both cases. In particular, the Excel project average scores in the two sections were 81.05% (162 out of 200 points) and 86.5% (173 out of 200 points), giving an overall average of 83.75%.

The emphasis on reviewing the last two weeks of the semester was the key factor in the gains. Practice files for Excel and Access were included for the first time this semester, and the average gain in Excel was significant.

Measurement Three

Means of Assessment

Other (please specify below)

Description of 'Other'
Means of Assessment

Details of Assessment
Measurement

Criterion for Success

Assessment Results /
Data Collected

Measurement Four

Means of Assessment

Description of 'Other'
Means of Assessment

Details of Assessment
Measurement

Criterion for Success

Assessment Results /
Data Collected

Measurement Five and Up

For Outcomes with more than four measurements, select means of assessment for measures five and up from the list below (check all that apply). Then list the details for measurements 5 and up in the areas below. Please number them appropriately in each text area, starting with number 5.

Capstone course / senior design project **No**

Exam in non-culminating course(s) **No**

Rubric-scored artifact in non-culminating course(s) **No**

End of course evaluations **No**

Focus group/structured interviews (students, faculty) **No**

ERAU Student Satisfaction Survey **No**

ERAU Graduating Student Survey **No**

ERAU Alumni Survey **No**

ERAU Employer Feedback Survey **No**

National Survey of Student Engagement (NSSE) **No**

Incoming Freshmen Survey (CIRP) **No**

Other national survey **No**

External or internal peer review **No**

Retention / graduation **No**

rates

Employment placement / No
 continuing education
 rates

Other (Please specify No
 below)

Description of 'Other'
 Means of Assessment

Details of Assessment
 Measurement

Criterion / Criteria for
 Success

Assessment Results /
 Data Collected

Improvements

Assessment Outcome Title

Outcome Title PC_GENED_PO_07 Tech

Use of Assessment Results

Have assessment results No
 been used to make
 improvements?

Pedagogical No
 modifications were made

Course sequence was No
 altered

Technology-related No
 changes were made

Personnel-related No
 changes were made

Other No

Description of
 Improvements

Attach File(s) (optional)

Planned Future Improvements

Indicate and describe any planned improvements. If new funds are required for planned improvements, you will also need to complete the next tab, "Mission Critical Budget Request".

Do assessment results No
 indicate any critical
 improvements that must
 be made in the next fiscal
 year?

Description of Planned
 Improvements

Mission-Critical Budget Request

Assessment Outcome Title

Outcome Title PC_GENED_PO_07 Tech

Mission-Critical Budget Request

Title of Budget Request

Details of Budget Request

Are capital funds required?

Total Amount of Operating Funds Requested

Salaries: \$

Duration:

Benefits: \$

Duration:

Professional Development: \$

Duration:

Computer Hardware: \$

Duration:

Computer Software: \$

Duration:

Other Operating Funds: \$

Duration:

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[PC_GENED_PO_08 Economics](#)

Select Outcome to Assess from Master List of Outcomes

Instructions: Below, click the "BROWSE" button to:

- (REQUIRED) Select an outcome to assess from Master List of Program Outcomes ("BROWSE" -> "Master List of Program Outcomes" -> "GO" button).
- (OPTIONAL) Align outcome with any other applicable standards such as AABI, ABET, General Education Outcomes: ("BROWSE" -> "Standards" -> "GO" button).

* Select Outcome from PC_GENED_PO_08 Economics Apply economic principles to identify, formulate, and solve problems. Master List of Outcomes

* Assessment Outcome PC_GENED_PO_08 Economics
Title

Assessment Measures, Criteria for Success and Results

Measurement One

Outcome Title PC_GENED_PO_08 Economics

* Means of Assessment Exam in non-culminating course(s)

Description of 'Other' Means of Assessment Students enrolled in EC 315: Managerial Economics in Fall 2012 and Spring 2013 will demonstrate the ability to problem-solve using economics concepts and tools. A norm-based assessment (final exam) will be used to determine whether students can formulate economics problems and solve them using appropriately chosen economics tools to articulate complete and accurate solutions that are well justified. Specifically, students in all sections in all semesters will average a mean score of 75% on selected problems from the EC 315 final exam.

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) Details of Assessment: Select problem-solving questions on norm-referenced final exam for EC 315: Managerial Economics Timeframe for Data Collection: Data will be collected in fall 2012, and spring 2013. Participants and roles: All students enrolled in all sections of EC 315.

✦ Criterion for Success Average mean student scores will be at least 75% in fall 2012 and at least 75% in spring 2013.

Assessment Results / Data Collected All students enrolled in EC 315: Managerial Economics in Spring 2013 demonstrated the ability to problem-solve using economics concepts and tools on Questions 6, 8, and 10 of the final exam. These questions were scored according to norm-referenced criteria, and students demonstrated that they could formulate economic problems and solve them using appropriately chosen economics tools and articulated complete and accurate solutions that were well justified.

Specifically, the average mean score on these three questions was 78.4%, above the 75% minimum criterion.

Note: Due to scheduling constraints, EC 315: Managerial Economics was not taught in Fall 2012 and so no data were collected for that term.

Measurement Two

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

Measurement Three

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

Measurement Four

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

Measurement Five and Up

For Outcomes with more than four measurements, select means of assessment for measures five and up from the list below (check all that apply). Then list the details for measurements 5 and up in the areas below. Please number them

appropriately in each text area, starting with number 5.

Capstone course / senior design project **No**

Exam in non-culminating course(s) **No**

Rubric-scored artifact in non-culminating course(s) **No**

End of course evaluations **No**

Focus group/structured interviews (students, faculty) **No**

ERAU Student Satisfaction Survey **No**

ERAU Graduating Student Survey **No**

ERAU Alumni Survey **No**

ERAU Employer Feedback Survey **No**

National Survey of Student Engagement (NSSE) **No**

Incoming Freshmen Survey (CIRP) **No**

Other national survey **No**

External or internal peer review **No**

Retention / graduation rates **No**

Employment placement / continuing education rates **No**

Other (Please specify below) **No**

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion / Criteria for Success

Assessment Results / Data Collected

Improvements

Assessment Outcome Title

Outcome Title PC_GENED_PO_08 Economics

Use of Assessment Results

Have assessment results been used to make **No**

improvements?

Pedagogical modifications were made **No**

Course sequence was altered **No**

Technology-related changes were made **No**

Personnel-related changes were made **No**

Other **No**

Description of Improvements

Attach File(s) (optional)

Planned Future Improvements

Indicate and describe any planned improvements. If new funds are required for planned improvements, you will also need to complete the next tab, "Mission Critical Budget Request".

Do assessment results indicate any critical improvements that must be made in the next fiscal year? **No**

Description of Planned Improvements

Mission-Critical Budget Request

Assessment Outcome Title

Outcome Title **PC_GENED_PO_08 Economics**

Mission-Critical Budget Request

Title of Budget Request

Details of Budget Request

Are capital funds required?

Total Amount of Operating Funds Requested

Salaries: \$

Duration:

Benefits: \$

Duration:

Professional Development: \$

Duration:

Computer Hardware: \$

Duration:

Computer Software: \$

Duration:

Other Operating Funds: \$

Duration:

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