

Unit:    User Name:

## Assessment Plan 2003-2004

Unit: General Education, EC

Plan Period: 2003-2004

### Step 1: Expanded Statement of Institutional Purpose

[Link to University Mission Statement](#)[University Goals and Objectives](#)[Unit Mission Statement](#)

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

[Satisfaction of quantitative and mathematical instructors](#)[Student satisfaction with physical and life sciences instructors](#)[Student's satisfaction of English instructors](#)[Student's satisfaction of Humanites instructors](#)

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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 extended campus centers throughout the United States and abroad serves civilian and military working adults. 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 emphasize academic excellence in the teaching of all courses and programs; to recruit and develop excellent faculty and staff; and to pursue research and creative activities that maintain and extend knowledge in aviation, aerospace and related disciplines.
- 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 develop and effectively deliver educational programs for the adult student and professional at the undergraduate and graduate levels, including off-campus degree programs, short courses, distance learning, non-credit programs, seminars, workshops and conferences.

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## University Goals and Objectives (Step 1)

### University Goals and Objectives

#### Educational Excellence

UNIVERSITY OBJECTIVE: Establish excellence in all academic and specialized training programs, assuring that our students will acquire the breadth of knowledge and skills that will support lifelong career opportunities.

UNIVERSITY OBJECTIVE: Provide students with educational experiences that push the limits of their personal capabilities and help them identify and refine their unique talents, skills, and aspirations.

UNIVERSITY OBJECTIVE: Improve teaching effectiveness through faculty development, the use of current technologies and methodologies, and the production of scholarships that tangibly improves teaching, to assure the desired educational outcomes.

UNIVERSITY OBJECTIVE: Design academic programs to accommodate the appropriate balance between education in the major or discipline, and life and leadership skills, and maintain a strong general education program in the baccalaureate degree, while providing flexibility to accommodate special interests through electives.

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## Unit Mission Statement (Step 1)

### Unit Mission Statement

Recognizing its general and special missions in education, Embry-Riddle Aeronautical University 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, and 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.

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

<p><b>Step 2</b></p>	<p><b>Outcome Title</b> Satisfaction of quantitative and mathematical instructors</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University students perceive that their quantitative and mathematical instructors provided a quality learning environment.</p>
	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b></p> <ul style="list-style-type: none"> <li>● End of course evaluations</li> </ul> <p><b>Further Description:</b></p> <p style="padding-left: 40px;"><b>Timeframe of Data Collection</b></p> <p style="padding-left: 40px;"><b>Participants and Roles</b></p>

**Other Details****Criterion for Success**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were well prepared for each class session for their MATH classes with no more than ten percent reporting disagree and strongly disagree combined.

**Measurement Approach 2****Means of Assessment**

- End of course evaluations

**Further Description:****Timeframe of Data Collection****Participants and Roles****Other Details****Criterion for Success**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors provided meaningful and timely feedback for their MATH classes with no more than ten percent reporting disagree and strongly disagree combined

**Measurement Approach 3****Means of Assessment**

- End of course evaluations

**Further Description:****Timeframe of Data Collection****Participants and Roles****Other Details****Criterion for Success**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were readily available for consultation with them for their MATH classes with no more than ten percent reporting disagree and strongly disagree combined.

Step 3

**Criterion for Success #1:**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were well prepared for each class session for their MATH classes with no more than ten percent reporting disagree and strongly disagree combined.

**Results #1:**

Ninety-two percent of the Embry-Riddle students surveyed responded that mathematics instructors were well prepared for each class section. Slightly more than one percent of the students stated that the instructors were not well prepared for the for each class section.

**Criterion for Success #2:**

<p><b>Step 4</b></p>	<p>Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors provided meaningful and timely feedback for their MATH classes with no more than ten percent reporting disagree and strongly disagree combined</p> <p><b>Results #2:</b> Ninty percent of the Embry-Riddle students surveyed responded that instructors in mathematics classes provided meaningful and timely feedback. Only slightly more than two percent of the students responded that MATH instructors did not provide meaningly and timely feedback.</p> <p><b>Criterion for Success #3:</b> Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were readily available for consultation with them for their MATH classes with no more than ten percent reporting disagree and strongly disagree combined.</p> <p><b>Results #3:</b> Ninty-one percent of the Embry-Riddle students surveyed responded that their mathematics instructors were readily available for consultation with them. Slightly more than one percent of the students stated that MATH instructors were not readily available for consultation.</p>
<p><b>Step 5</b></p>	<p>NO DATA AVAILABLE</p>

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<p><b>Step 2</b></p>	<p><b>Outcome Title</b> Student satisfaction with physical and life sciences instructors</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University students perceive that their physical and life sciences instructors provided a quality learning environment.</p>
	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b> ● End of course evaluations</p> <p><b>Further Description:</b>  <b>Timeframe of Data Collection</b></p> <p><b>Participants and Roles</b></p> <p><b>Other Details</b></p> <p><b>Criterion for Success</b> Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were well prepared for each class session on their end of term student critiques for their physical and life sciences classes with no more than ten percent reporting disagree and strongly disagree combined.</p> <p><b><u>Measurement Approach 2</u></b></p> <p><b>Means of Assessment</b> ● End of course evaluations</p> <p><b>Further Description:</b>  <b>Timeframe of Data Collection</b></p>

**Step 3****Participants and Roles****Other Details****Criterion for Success**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors provided meaningful and timely feedback on their end of term student critiques for their physical and life sciences classes with no more than ten percent reporting disagree and strongly disagree combined.

**Measurement Approach 3****Means of Assessment**

- End of course evaluations

**Further Description:****Timeframe of Data Collection**

NO DATA

**Participants and Roles**

NO DATA

**Other Details**

NO DATA

**Criterion for Success**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were readily available for consultation with them on their end of term student critiques for their physical and life sciences classes with no more than ten percent reporting disagree and strongly disagree combined.

**Step 4****Criterion for Success #1:**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were well prepared for each class session on their end of term student critiques for their physical and life sciences classes with no more than ten percent reporting disagree and strongly disagree combined.

**Results #1:**

Ninety-three percent of the Embry-Riddle students surveyed agreed or strongly agreed that physical and life science instructors were well prepared for each class session. One percent of the students responded that instructors were not prepared for for each class session.

**Criterion for Success #2:**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors provided meaningful and timely feedback on their end of term student critiques for their physical and life sciences classes with no more than ten percent reporting disagree and strongly disagree combined.

**Results #2:**

Ninety percent of the Embry-Riddle students surveyed agreed or strongly agreed that physical and life science instructors provided meaningful and timely feedback. Two percent of the students responded that instructors did not provide meaningful and timely feedback.

**Criterion for Success #3:**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were readily available for consultation with them on their end of term student critiques for their physical and life sciences classes with no more than ten percent reporting disagree and strongly disagree combined.

**Results #3:**

Ninety-two percent of the Embry-Riddle students surveyed agreed or strongly agreed that physical and life science instructors were readily available for consultation with them. One percent of the students responded that instructors were not available for consultation.

<b>Step 5</b>	<b>NO DATA AVAILABLE</b>
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<b>Step 2</b>	<p><b>Outcome Title</b> Student's satisfaction of English instructors</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University students perceive that their English instructors provided a quality learning environment.</p>
<b>Step 3</b>	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b> <input checked="" type="radio"/> End of course evaluations</p> <p><b>Further Description:</b></p> <p style="padding-left: 40px;"><b>Timeframe of Data Collection</b></p> <p style="padding-left: 40px;"><b>Participants and Roles</b></p> <p style="padding-left: 40px;"><b>Other Details</b></p> <p><b>Criterion for Success</b> Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were well prepared for each class session of their ENGL classes with no more than ten percent reporting disagree and strongly disagree combined</p> <p><b><u>Measurement Approach 2</u></b></p> <p><b>Means of Assessment</b> <input checked="" type="radio"/> End of course evaluations</p> <p><b>Further Description:</b></p> <p style="padding-left: 40px;"><b>Timeframe of Data Collection</b></p> <p style="padding-left: 40px;"><b>Participants and Roles</b></p> <p style="padding-left: 40px;"><b>Other Details</b></p> <p><b>Criterion for Success</b> Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors provided meaningful and timely feedback for their ENGL classes with no more than ten percent reporting disagree and strongly disagree combined.</p> <p><b><u>Measurement Approach 3</u></b></p> <p><b>Means of Assessment</b> <input checked="" type="radio"/> End of course evaluations</p> <p><b>Further Description:</b></p> <p style="padding-left: 40px;"><b>Timeframe of Data Collection</b> <b>NO DATA</b></p>

	<p><b>Participants and Roles</b> NO DATA</p> <p><b>Other Details</b> NO DATA</p> <p><b>Criterion for Success</b> Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were readily available for consultation with them for their ENGL classes with no more than ten percent reporting disagree and strongly disagree combined.</p>
Step 4	<p><b>Criterion for Success #1:</b> Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were well prepared for each class session of their ENGL classes with no more than ten percent reporting disagree and strongly disagree combined</p> <p><b>Results #1:</b> Ninty-four percent of the Embry-Riddle students surveyed agreed or strongly agreed that their English instructors were well prepared for for each class session. One percent of the students responded that their English instructors were not well prepared for each of their class sessions.</p> <p><b>Criterion for Success #2:</b> Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors provided meaningful and timely feedback for their ENGL classes with no more than ten percent reporting disagree and strongly disagree combined.</p> <p><b>Results #2:</b> Ninty-four percent of the Embry-Riddle students surveyed agreed or strongly agreed that their English instructors provided meaningful and timely feedback. Less than one percent stated that their English instructors did not provide meaningful and timely feedback.</p> <p><b>Criterion for Success #3:</b> Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were readily available for consultation with them for their ENGL classes with no more than ten percent reporting disagree and strongly disagree combined.</p> <p><b>Results #3:</b> Ninty-five percent of the Embry-riddle students surveyed agreed or strongly agreed that their English instructors were readily available for consultation. Less than one percent of the students responded that their English instructors were not readily available for consultation.</p>
Step 5	NO DATA AVAILABLE

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Step 2	<p><b>Outcome Title</b> Student's satisfaction of Humanites instructors</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University students perceive that their humanities instructors provided a quality learning environment.</p>
	<p><b>Measurement Approach 1</b></p> <p><b>Means of Assessment</b></p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> End of course evaluations</li> </ul> <p><b>Further Description:</b></p>

**Timeframe of Data Collection****Participants and Roles****Other Details****Criterion for Success**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were well prepared for each class session for their HUMN classes with no more than ten percent reporting disagree and strongly disagree combined.

**Measurement Approach 2****Means of Assessment**

- End of course evaluations

**Further Description:****Timeframe of Data Collection****Participants and Roles****Other Details****Criterion for Success**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors provided meaningful and timely feedback for their HUMN classes with no more than ten percent reporting disagree and strongly disagree combined.

**Measurement Approach 3****Means of Assessment**

- End of course evaluations

**Further Description:****Timeframe of Data Collection****Participants and Roles****Other Details****Criterion for Success**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were readily available for consultation with them for their HUMN classes with no more than ten percent reporting disagree and strongly disagree combined.

**Step 3****Measurement Approach 4****Means of Assessment**

- End of course evaluations

**Further Description:****Timeframe of Data Collection**



**Participants and Roles****Other Details****Criterion for Success**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were well prepared for each class session on their end of term student critiques for their physical and life sciences classes with no more than ten percent reporting disagree and strongly disagree combined.

**Measurement Approach 5****Means of Assessment**

- End of course evaluations

**Further Description:****Timeframe of Data Collection****Participants and Roles****Other Details****Criterion for Success**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors provided meaningful and timely feedback on their end of term student critiques for their physical and life sciences classes with no more than ten percent reporting disagree and strongly disagree combined.

**Measurement Approach 6****Means of Assessment**

- End of course evaluations

**Further Description:****Timeframe of Data Collection**

NO DATA

**Participants and Roles**

NO DATA

**Other Details**

NO DATA

**Criterion for Success**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were readily available for consultation with them on their end of term student critiques for their physical and life sciences classes with no more than ten percent reporting disagree and strongly disagree combined.

**Criterion for Success #1:**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were well prepared for each class session for their HUMN classes with no more than ten percent reporting disagree and strongly disagree combined.

**Results #1:**

Ninty-eight percent of the Embry-Riddle students surveyed agreed or strongly agreed that their humanities instructors were well prepared for each class session. Less than one percent of the students responded that their instructors were not prepared for each class session.

**Step 4****Criterion for Success #2:**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors provided meaningful and timely feedback for their HUMN classes with no more than ten percent reporting disagree and strongly disagree combined.

**Results #2:**

Ninty-six percent of the Embry-Riddle students surveyed agreed or strongly agreed that their humanities instructors provided meaningful and timely feedback. Less than one percent of the students responded that instructors did not provide meaningful and timely feedback.

**Criterion for Success #3:**

Eighty percent of Embry-Riddle students will agree or strongly agree that their instructors were readily available for consultation with them for their HUMN classes with no more than ten percent reporting disagree and strongly disagree combined.

**Results #3:**

Ninty-seven percent of the Embry-Riddle students agreed or strongly agreed that humanities instructors were readily available for consultation with them. Less than one percent of the students responded that instructors were not readily available for consultation.

**Step 5****NO DATA AVAILABLE**[Back to Top Menu](#)

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