

Unit: User Name:

Assessment Plan 2004-2005

Unit: General Education, EC

Plan Period: 2004-2005

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

[Quantitative and Mathematical Competence](#)[Communication Competence](#)[Computer Software Competence](#)[Non-Technical Writing Skills Competence](#)

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>Step 2</p>	<p>Outcome Title Quantitative and Mathematical Competence</p> <p>Outcome Statement Embry-Riddle Aeronautical University students are adequately prepared in quantitative and mathematical skills.</p>
	<p><u>Measurement Approach 1</u></p> <p>Means of Assessment</p> <p>Further Description:</p> <p style="padding-left: 40px;">Timeframe of Data Collection</p> <p style="padding-left: 40px;">Participants and Roles</p>

Step 3	<p>Other Details</p> <p>Criterion for Success Eighty-five percent of Embry-Riddle graduates will rate their general quantitative and mathematical preparation as good or very good on the ERAU Alumni Feedback Survey.</p> <p>Measurement Approach 2</p> <p>Means of Assessment</p> <p>Further Description:</p> <p>Timeframe of Data Collection</p> <p>Participants and Roles</p> <p>Other Details</p> <p>Criterion for Success Ninty percent of employers will rate Embry-Riddle graduates' general quantitative and mathematical competence as good or very good on the ERAU Employer Feedback Survey.</p>
Step 4	<p>Criterion for Success #1: Eighty-five percent of Embry-Riddle graduates will rate their general quantitative and mathematical preparation as good or very good on the ERAU Alumni Feedback Survey.</p> <p>Results #1: On the survey of 2003 graduates one year later, 77% rated their general quantitative and mathematical preparation as good or very good. The goal for this criterion was not achieved.</p> <p>Criterion for Success #2: Ninty percent of employers will rate Embry-Riddle graduates' general quantitative and mathematical competence as good or very good on the ERAU Employer Feedback Survey.</p> <p>Results #2: No data was available from IR to measure this criterion.</p>
Step 5	<p>Have assessment results been used to make improvements?</p> <p><input checked="" type="radio"/> Yes</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Course(s) added <input checked="" type="checkbox"/> Other (specify) Placement test for math revised and made standard for centers and DDL <p>Description: The twelve credit hour calculus series is being revised into four, three credit hour courses rather than the current three, four credit hour courses listed in the catalog. By distributing the subject matter over four nine-week terms, students will be given more time to master the material. The pre-college level mathematics courses, MATH 005 and MATH 006, have been revised to better prepare those students who lack the prerequisite skills for collegel level mathematics courses. The placement test for mathemats was revised and made standard for the centers and DDL. The purpose is to imporve the process of identifying students who need instruction in mathematics that is prerequisite for mathematics at the college level.</p> <p>Is additional assesment of this outcome required?</p> <p><input checked="" type="radio"/> No</p>

Will assessment results be used to support any initiatives in future strategic planning?

No

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<p>Step 2</p>	<p>Outcome Title Communication Competence</p> <p>Outcome Statement Embry-Riddle Aeronautical University graduates are adequately prepared in communication skills.</p>
<p>Step 3</p>	<p>Measurement Approach 1</p> <p>Means of Assessment</p> <p>Further Description:</p> <p style="padding-left: 40px;">Timeframe of Data Collection</p> <p style="padding-left: 40px;">Participants and Roles</p> <p style="padding-left: 40px;">Other Details</p> <p>Criterion for Success Eighty-five percent of Embry-Riddle Aeronautical Graduates will rate their communication preparation as good or very good on the ERAU Alumni Feedback Survey.</p> <p>Measurement Approach 2</p> <p>Means of Assessment</p> <p>Further Description:</p> <p style="padding-left: 40px;">Timeframe of Data Collection NO DATA</p> <p style="padding-left: 40px;">Participants and Roles NO DATA</p> <p style="padding-left: 40px;">Other Details NO DATA</p> <p>Criterion for Success Ninty percent of employers will rate Embry-Riddle Aeronautical graduates' as good or very good on the ERAU Employer Feedback Survey.</p>
<p>Step 4</p>	<p>Criterion for Success #1: Eighty-five percent of Embry-Riddle Aeronautical Graduates will rate their communication preparation as good or very good on the ERAU Alumni Feedback Survey.</p> <p>Results #1: 80% rated non-technical writing skills preparation as good or very good. 80% rated technical writing preparation as good or very good. 75% rated speaking preparation as good or very good. This goal for this criterion was not achieved.</p> <p>Criterion for Success #2:</p>

Ninty percent of employers will rate Embry-Riddle Aeronautical graduates' as good or very good on the ERAU Employer Feedback Survey.

Results #2:

No data available from IR to measure this criterion.

Step 5	<p>Have assessment results been used to make improvements?</p> <p><input type="radio"/> Yes</p> <p><input checked="" type="checkbox"/> Other (specify) English program under review</p>
	<p>Description: The EC Faculty Senate passed four resolutions aimed at strengthening English composition instruction. They include initiating a skills assessment for all incoming students, providing intervention for students whose skills do not meet the standard, initiating a requirement to demonstrate writing proficiency prior to graduation, and providing a writing lab to assist students throughout their educational experience. Reports and implementation plans for all resolutions are due at the November 2005 Faculty Senate meeting.</p> <p>Is additional assessment of this outcome required?</p> <p><input type="radio"/> No</p> <p>Will assessment results be used to support any initiatives in future strategic planning?</p> <p><input type="radio"/> No</p>

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Step 2	<p>Outcome Title Computer Software Competence</p> <p>Outcome Statement Embry-Riddle Aeronautical University students are adaquately prepared in the use in computer software.</p>
Step 3	<p>Measurement Approach 1</p> <p>Means of Assessment</p> <p>Further Description:</p> <p style="padding-left: 40px;">Timeframe of Data Collection</p> <p style="padding-left: 40px;">Participants and Roles</p> <p style="padding-left: 40px;">Other Details</p> <p>Criterion for Success Eighty-five percent of Embry-Riddle Aeronautical University graduates will rate their computer software preperation as good or very good on the ERAU Alumni Feedback Survey.</p> <p>Measurement Approach 2</p> <p>Means of Assessment</p> <p>Further Description:</p> <p style="padding-left: 40px;">Timeframe of Data Collection</p>

	<p>Participants and Roles</p> <p>Other Details</p> <p>Criterion for Success Ninty percent of employers will rate Embry-Riddle Aeronautical University graduates' computer software competence as good or very good on the ERAU Employee Feedback Survey.</p>
<p>Step 4</p>	<p>Criterion for Success #1: Eighty-five percent of Embry-Riddle Aeronautical University graduates will rate their computer software preparation as good or very good on the ERAU Alumni Feedback Survey.</p> <p>Results #1: On the survey of 2003 graduates one year later, 61% rated their computer software preparation as good or very good. The goal for this criterion was not achieved.</p> <p>Criterion for Success #2: Ninty percent of employers will rate Embry-Riddle Aeronautical University graduates' computer software competence as good or very good on the ERAU Employee Feedback Survey.</p> <p>Results #2: No data was available from IR to measure this criterion.</p>
<p>Step 5</p>	<p>Have assessment results been used to make improvements?</p> <p><input type="radio"/> Yes</p> <p><input checked="" type="checkbox"/> Other (specify) Possible course modifications or additions to General Education requirements</p> <p>Description: This will be discussed with the Dean, CCE to ascertain why the percentage of individuals rating the computer preparation had decreased from the previous assessment cycle. The need to change the course content, or the General Education requirement relating to computer courses will be discussed.</p> <p>Is additional assessment of this outcome required?</p> <p><input type="radio"/> No</p> <p>Will assessment results be used to support any initiatives in future strategic planning?</p> <p><input type="radio"/> No</p>

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<p>Step 2</p>	<p>Outcome Title Non-Technical Writing Skills Competence</p> <p>Outcome Statement Embry-Riddle Aeronautical University students are adaquately prepared in non-technical writing skills.</p>
	<p>Measurement Approach 1</p> <p>Means of Assessment</p>

Step 3	<p>Further Description:</p> <p>Timeframe of Data Collection</p> <p>Participants and Roles</p> <p>Other Details</p> <p>Criterion for Success Eighty-five percent of Embry-Riddle Aeronautical University graduates will rate their general non-technical writing preparation as good or very good on the ERAU Alumni Feedback Survey.</p> <p>Measurement Approach 2</p> <p>Means of Assessment</p> <p>Further Description:</p> <p>Timeframe of Data Collection</p> <p>Participants and Roles</p> <p>Other Details</p> <p>Criterion for Success Ninty percent of employers will rate Embry-Riddle Aeronautical University graduates' general non-technical writing skills as good or very good on the ERAU Employer Feedback Survey.</p>
Step 4	<p>Criterion for Success #1: Eighty-five percent of Embry-Riddle Aeronautical University graduates will rate their general non-technical writing preparation as good or very good on the ERAU Alumni Feedback Survey.</p> <p>Results #1: 80% rated general non-technical writing preparation as good or very good. This goal for this criterion was not achieved.</p> <p>Criterion for Success #2: Ninty percent of employers will rate Embry-Riddle Aeronautical University graduates' general non-technical writing skills as good or very good on the ERAU Employer Feedback Survey.</p> <p>Results #2: No data are available from IR to measure this criterion.</p>
Step 5	<p>Have assessment results been used to make improvements?</p> <p><input checked="" type="radio"/> Yes</p> <p><input checked="" type="checkbox"/> Other (specify) English program under review</p> <p>Description: Faculty Senate passed four resolutions aimed at strengthening English composition instruction. They include initiating a skills assessment for all incoming students, providing intervention for students whose skills do not meet the standard, initiating a requirement to demonstrate writing proficiency prior to graduation, and providing a writing lab to assist students throughout their educational experience. Reports and implementation plans for all resolutions are due at the November 2005 Faculty Senate meeting. In addition, a new English composition course is being developed, which will address areas of critical thinking and writing that are lacking in the</p>

current program.

Is additional assessment of this outcome required?

No

Will assessment results be used to support any initiatives in future strategic planning?

No

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