

Unit:      User Name:

## Assessment Plan 2006-2007

Unit: General Education, WW

Plan Period: 2006-2007

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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 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 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 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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## 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

<b>Step 2</b>	<p><b>Outcome Title</b> Quantitative and Mathematical Competence</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University students are adequately prepared in quantitative and mathematical skills.</p>
	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b> ● ERAU Alumni Survey (<a href="#">Details</a>)</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 graduates will rate their general quantitative and mathematical preparation as good or very good on the ERAU Alumni Feedback Survey.</p> <p><b><u>Measurement Approach 2</u></b></p>

Step 3	<p><b>Means of Assessment</b></p> <ul style="list-style-type: none"> <li>● ERAU Employer Feedback Survey (<a href="#">Details</a>)</li> </ul> <p><b>Further Description:</b></p> <p><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></p> <p>Eighty 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><b>Measurement Approach 3</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><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></p> <p>Eighty percent of students will rate the overvalue of their Mathematics course as either Good or Excellent. Data to measure this criterion will be derived from Statement 13 of the Student End of Course Evaluation..</p>
Step 4	<p><b>Criterion for Success #1:</b></p> <p>Eighty 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><b>Results #1:</b></p> <p>Oct 2007 Alumni survey indicated 58% rated quantitative and mathematical preparation as excellent of good. 86% rated it as very useful or somewhat useful on the job. Preparation problem solving which is related to mathematics and quantitative skills was rated as excellent or good by 79% while 97% found problem-solving skills useful on the job.</p> <p><b>Criterion for Success #2:</b></p> <p>Eighty 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><b>Results #2:</b></p> <p>In the employer survey 70% indicated that ERAU graduates are competent in quantitative and mathematical skills while they rated only 57% from other institutions as competent in these skills. Ninety percent of employers indicated that quantitative and mathematical skills were very useful or somewhat useful on the job. Ninety-Seven percent indicated that problem solving skills were useful.</p> <p><b>Criterion for Success #3:</b></p> <p>Eighty percent of students will rate the overvalue of their Mathematics course as either Good or Excellent. Data to measure this criterion will be derived from Statement 13 of the Student End of Course Evaluation..</p>

	<p><b>Results #3:</b> On the October 2007 summary of student end-of-course evaluations 88% rated the value of their mathematics courses as either good or excellent. However, only 2840 responded out of a possible 13471 which gives a response rate of 21%.</p>
Step 5	<p><b>Have assessment results been used to make improvements?</b>  <input type="radio"/> No</p> <p><b>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</b>  <input checked="" type="radio"/> Yes - planned improvements can be made without new funds</p> <p><b>Description:</b> Additional applications from aerospace will be incorporated into mathematics courses that contain "aviation applications" in the title. Those courses are MATH 111, 112 and 211. The intent is to better prepare students to use mathematics in other courses in their respective programs and to be better able to apply mathematics on the job.</p>

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Step 2	<p><b>Outcome Title</b> Communication Competence</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University graduates are well prepared in communication (technical writing and speaking) skills.</p>
	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b>  <input checked="" type="radio"/> ERAU Alumni Survey (<a href="#">Details</a>)</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-five percent of Embry-Riddle Aeronautical Graduates will rate their technical writing preparation as good or excellent on the ERAU Alumni Survey. Eighty percent of Embry-Riddle Aeronautical Graduates will rate their speaking preparation as good or excellent on the ERAU Alumni Survey.</p> <p><b><u>Measurement Approach 2</u></b></p> <p><b>Means of Assessment</b>  <input checked="" type="radio"/> ERAU Employer Feedback Survey (<a href="#">Details</a>)</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>

**Step 3****Other Details****Criterion for Success**

Ninety percent of employers will rate Embry-Riddle Aeronautical graduates' technical writing competence as good or excellent on the ERAU Employer Feedback Survey. Ninety percent of employers will rate Embry-Riddle Aeronautical graduates' speaking competence as good or excellent on the ERAU Employer Feedback Survey.

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

- End of course evaluations

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

Ninety-three percent of the students will rate the value of their English and Speech courses as either Good or Excellent. Data to measure this criterion will be derived from Statement 13 of the Student End of Course Evaluation. Eighty percent of the students will rate the value of their Communications course as either Good or Excellent. Data to measure this criterion will be derived from Question 13 of the Student End of Course Evaluation.

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

Eighty-five percent of Embry-Riddle Aeronautical Graduates will rate their technical writing preparation as good or excellent on the ERAU Alumni Survey. Eighty percent of Embry-Riddle Aeronautical Graduates will rate their speaking preparation as good or excellent on the ERAU Alumni Survey.

**Results #1:**

Only 70.7% of ERAU graduates in the class of 2005 rated their technical writing preparation as good or excellent. 78.9% of ERAU graduates in the class of 2005 rated their speaking preparation as good or excellent.

**Criterion for Success #2:**

Ninety percent of employers will rate Embry-Riddle Aeronautical graduates' technical writing competence as good or excellent on the ERAU Employer Feedback Survey. Ninety percent of employers will rate Embry-Riddle Aeronautical graduates' speaking competence as good or excellent on the ERAU Employer Feedback Survey.

**Results #2:**

Only 67.6% of employers rated ERAU 2004 graduates' technical writing competence as good or excellent. Only 71.3% of employers rated ERAU 2004 graduates' speaking competence as good or excellent.

**Criterion for Success #3:**

Ninety-three percent of the students will rate the value of their English and Speech courses as either Good or Excellent. Data to measure this criterion will be derived from Statement 13 of the Student End of Course Evaluation. Eighty percent of the students will rate the value of their Communications course as either Good or Excellent. Data to measure this criterion will be derived from Question 13 of the Student End of Course Evaluation.

**Results #3:**

89.5% of students rated the value of their English and Speech courses as either good or excellent, according to the Student Survey Discipline Summary report dated July 9, 2007. Communications course outcome statement should have been removed, as it comprises the same data as the English and Speech courses outcome, but was less clear.

Step 5

**Have assessment results been used to make improvements?**

Yes

✓ Curriculum modifications

**Description:**

ENGL 221 Technical Report Writing course was redeveloped. Topics more directly relate to current applications of professional and technical writing. Topics related to resume and job application materials were deleted; these are covered in another course. Speech course is slated for redevelopment in 2008. Speech course outline will also be subjected to meticulous, detailed review as part of the annual course outline review. It is expected that the Speech course outline will be significantly strengthened as a result and that supporting materials will be created and delivered to all instructors who teach this course.

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

Yes - planned improvements can be made without new funds

**Description:**

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Step 2

**Outcome Title**

Computer Software Competence

**Outcome Statement**

Embry-Riddle Aeronautical University students are adequately prepared in the use in computer software.

**Measurement Approach 1**

**Means of Assessment**

ERAU Alumni Survey ([Details](#))

**Further Description:**

**Timeframe of Data Collection**

**Participants and Roles**

**Other Details**

**Criterion for Success**

Eighty percent of Embry-Riddle Aeronautical University graduates will rate their computer software preparation as good or very good on the ERAU Alumni Feedback Survey.

**Measurement Approach 2**

**Means of Assessment**

ERAU Employer Feedback Survey ([Details](#))

**Further Description:**

**Timeframe of Data Collection**

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

Eighty percent of employers will rate Embry-Riddle Aeronautical University graduates' computer software competence as good or very good on the ERAU Employee Feedback Survey.

**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 students will rate the overall value of their Computer courses as either Good or Excellent. Data to measure this criterion will be derived from Statement 13 of the Student End of Course Evaluation.

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

Eighty percent of Embry-Riddle Aeronautical University graduates will rate their computer software preparation as good or very good on the ERAU Alumni Feedback Survey.

**Results #1:**

On the October 2007 survey of alumni, 51% rated basic software preparation as excellent or good. Approximately 82% indicated that such preparation was very useful or somewhat useful on the job.

**Criterion for Success #2:**

Eighty percent of employers will rate Embry-Riddle Aeronautical University graduates' computer software competence as good or very good on the ERAU Employee Feedback Survey.

**Results #2:**

On the survey of employers 81% indicated that ERAU graduates had basic software skills as compared with 66% from other institutions. Approximately 97% of employers indicated that basic software skills were necessary on the job.

**Criterion for Success #3:**

Eighty percent of students will rate the overall value of their Computer courses as either Good or Excellent. Data to measure this criterion will be derived from Statement 13 of the Student End of Course Evaluation.

**Results #3:**

The October 2007 summary of student end-of-course evaluations indicated that approximately 88% rated the overall value of their courses at ERAU as good or Excellent. However, only 2840 of a possible 13471 responded to the survey for a response rate of 21%.

**Have assessment results been used to make improvements?**

- No

<b>Step 5</b>	<p><b>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</b></p> <p><input checked="" type="radio"/> No</p>
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<b>Step 2</b>	<p><b>Outcome Title</b> Economics Course Relevance</p> <p><b>Outcome Statement</b> Most students will complete two courses in basic Economics studies (Macroeconomics and Microeconomics). The Student End of Course Survey contains an item that asks the student to comment on the value/relevance of the course. We will use the responses to this part of the surveys to assess how relevant these courses are to the students and their understanding of the industry they will enter after graduation.</p>
<b>Step 3</b>	<p><b>Measurement Approach 1</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> At least 80% of the respondents will rate the overall value/relevance of the course as good or excellent.</p>
<b>Step 4</b>	<p><b>Criterion for Success #1:</b> At least 80% of the respondents will rate the overall value/relevance of the course as good or excellent.</p> <p><b>Results #1:</b> Respondents in 07S3 rated the overall value of the course to the students as excellent or good as 88%, meeting goals. Respondents in 07U2 online rated the overall value of the course to students as strongly agree or agree with positive impression of the course was 88%, meeting goals.</p>
<b>Step 5</b>	<p><b>Have assessment results been used to make improvements?</b></p> <p><input checked="" type="radio"/> Yes</p> <p><input checked="" type="checkbox"/> Curriculum modifications</p> <p><b>Description:</b> Assignments that encourage current economic situational awareness were increased in the Macroeconomic and Microeconomic courses.</p> <p><b>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</b></p> <p><input checked="" type="radio"/> Yes - planned improvements can be made without new funds</p> <p><b>Description:</b></p>



Step 2	<p><b>Outcome Title</b> Non-Technical Writing Skills Competence</p> <p><b>Outcome Statement</b> Embry-Riddle Aeronautical University students are well prepared in non-technical writing skills.</p>
Step 3	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b> ● ERAU Alumni Survey (<a href="#">Details</a>)</p> <p><b>Further Description:</b></p> <p><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-five percent of Embry-Riddle Aeronautical University graduates will rate their general non-technical writing preparation as good or excellent on the ERAU Alumni Feedback Survey.</p> <p><b><u>Measurement Approach 2</u></b></p> <p><b>Means of Assessment</b> ● ERAU Employer Feedback Survey (<a href="#">Details</a>)</p> <p><b>Further Description:</b></p> <p><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> Ninety percent of employers will rate Embry-Riddle Aeronautical University graduates' general non-technical writing skills as good or excellent on the ERAU Employer Feedback Survey.</p>
Step 4	<p><b>Criterion for Success #1:</b> Eighty-five percent of Embry-Riddle Aeronautical University graduates will rate their general non-technical writing preparation as good or excellent on the ERAU Alumni Feedback Survey.</p> <p><b>Results #1:</b> Only 75.1% of ERAU 2005 graduates rated their general non-technical writing preparation as good or excellent.</p> <p><b>Criterion for Success #2:</b> Ninety percent of employers will rate Embry-Riddle Aeronautical University graduates' general non-technical writing skills as good or excellent on the ERAU Employer Feedback Survey.</p> <p><b>Results #2:</b> Only 66% of employers rated ERAU 2004 graduates' general non-technical writing skills as good or excellent.</p>

<b>Step 5</b>	<p><b>Have assessment results been used to make improvements?</b></p> <p><input checked="" type="radio"/> <b>Yes</b></p> <p><input checked="" type="checkbox"/> Other (specify) development of supporting resources</p> <p><b>Description:</b> A writing assessment test is being developed, which will be given to all incoming ERAU students to help identify students whose writing skills are not sufficient to write at the college level. A one-credit-hour course is being developed to assist those students. A writing rubric is being developed, which will be disseminated to all ERAU instructors in 2008. The rubric is designed specifically to help instructors who are not writing teachers in grading the writing portion of their students' papers and providing helpful feedback to students for improvement. Training in the use of the rubric will be provided as necessary. A writing lab is being tested to determine its usefulness. The Arts &amp; Letters Department is undertaking a comprehensive review of its courses, with the goal of adding supplementary materials to each course outline, the primary document that guides every instructor in delivering the course. Materials may include suggested assignments, class exercises and projects, exams, and content grading rubrics. The goal is to strengthen course quality and promote consistency in delivery. ENGL 123 has been selected for this review in 2008.</p> <p><b>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</b></p> <p><input checked="" type="radio"/> <b>Yes - planned improvements can be made without new funds</b></p> <p><b>Description:</b></p>
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<b>Step 2</b>	<p><b>Outcome Title</b> Physical Science Course Value</p> <p><b>Outcome Statement</b> During their course work with ERAU-W, most students will complete a course in the physical sciences (physics, meteorology, environmental science, etc). The Student End of Course Survey contains an item that asks the respondent to comment on the value of the course. We will use the responses to this part of the surveys to help assess how well the students are being prepared in the physical sciences competency.</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"/> End of course evaluations</p> <p><b>Further Description:</b></p> <p style="padding-left: 20px;"><b>Timeframe of Data Collection</b> NO DATA</p> <p style="padding-left: 20px;"><b>Participants and Roles</b> NO DATA</p> <p style="padding-left: 20px;"><b>Other Details</b> NO DATA</p> <p><b>Criterion for Success</b> At least 85% of the respondents will rate the overall value of the course as good or excellent.</p>
	<p><b>Criterion for Success #1:</b> At least 85% of the respondents will rate the overall value of the course as good or excellent.</p>

<b>Step 4</b>	<p><b>Results #1:</b> 80.8% of the respondents rated the overall value of the physic sciences courses as good or excellent.</p>
<b>Step 5</b>	<p><b>Have assessment results been used to make improvements?</b></p> <p><input checked="" type="radio"/> <b>Yes</b></p> <p><input checked="" type="checkbox"/> Other (specify) Improved Course Outlines and Instructor Supplemental Materials</p> <p><b>Description:</b> The results of this assessment, together with the analysis of which physical sciences courses support multiple General Education Program Outcomes, were used to select two of the Physical Science courses that will be targeted to have their course outlines completely redeveloped.</p> <p><b>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</b></p> <p><input checked="" type="radio"/> <b>Yes - planned improvements can be made without new funds</b></p> <p><b>Description:</b> The results of this assessment, together with the analysis of which physical sciences courses support multiple General Education Program Outcomes, were used to select two of the Physical Science courses that will have their course outlines completely redeveloped. The new course outlines will include a more detailed supplemental materials section that will provide resources for instructors to use in more effectively delivering the course content, to include interactive experiments, videos, and web based activities. We will carry this metric forward into the next year to determine whether or not the change has an effect on the students' opinions on the value of the course.</p>

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<b>Step 2</b>	<p><b>Outcome Title</b> Physical Sciences Competence</p> <p><b>Outcome Statement</b> During their course work with ERAU-W, most students will complete a survey course in physics and a course in environmental sciences (meteorology or environmental science). The Employer and Alumni Survey each contain an item that asks the respondent to comment on the student's "Environmental Awareness". We will use the responses to this part of the surveys to help assess the physical sciences competency of graduates.</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"/> ERAU Alumni Survey (<a href="#">Details</a>)</p> <p><b>Further Description:</b></p> <p><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> At least 85% of the respondents will rate their environmental awareness preparation as good or very good on the ERAU Alumni Feedback Survey.</p>

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

- ERAU Employer Feedback Survey ([Details](#))

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

At least 85% of the respondents will rate the environmental awareness of the graduate as good or very good on the ERAU Alumni Feedback Survey.

Step 4

**Criterion for Success #1:**

At least 85% of the respondents will rate their environmental awareness preparation as good or very good on the ERAU Alumni Feedback Survey.

**Results #1:**

In the latest Alumni Feedback Survey, 56.1% of students in the BSTM and 60.5% of students in the BSPA rated their environmental awareness preparation as good or very good. In addition, 81.2% of the BSTM and 91.8% of students in the BSPA rated the usefulness of environmental awareness as useful or somewhat useful in their job. There is a gap between what the students rate as their preparedness and the usefulness of the information in their job.

**Criterion for Success #2:**

At least 85% of the respondents will rate the environmental awareness of the graduate as good or very good on the ERAU Alumni Feedback Survey.

**Results #2:**

This criterion should be tied to the Employer Feedback Survey, not the Alumni Feedback Survey. In the latest Employer Feedback Survey, 65.1% of students in the BSPA were rated by their employer as having excellent or good competence in environmental awareness. In addition, 92.1% of the employers rated the usefulness of environmental awareness as very useful or somewhat useful on the job. There is a gap between competence and usefulness in the BSPA graduates. In the latest Employer Feedback Survey, 84.7% of students in the BSTM were rated by their employer as having excellent or good competence in environmental awareness. In addition, 78.3% of the employers rated the usefulness of environmental awareness as very useful or somewhat useful on the job. There is no gap in the BSTM analysis,

Step 5

**Have assessment results been used to make improvements?**

- No

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

- Yes - planned improvements can be made without new funds

**Description:**

Neither of the degree programs requires a course in the environmental sciences. However, since the analysis of students in both the BSTM and BSPA indicate a gap between their preparedness and the usefulness of the information in their job, we should look at making either the meteorology (WEAX201) or environmental science (PHYS 142) course as one of the courses a student must take in their general education program. As for the analysis of the employer feedback, it appears that environmental awareness in BSPA needs to be addressed. Since we now have both WEAX201 and PHYS 142 online, at least one of these courses should be required in the degree program. The WEAX course is most applicable to aviation. Finally, I recommend we ask IR to survey the employers and determine whether environmental awareness means dealing with the atmosphere,

lithosphere and hydrosphere or environmental impact. If it is the latter, then we should make sure environmental impact is incorporated in both WEAX 201 and PHYS 142.

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<p><b>Step 2</b></p>	<p><b>Outcome Title</b> Physical Sciences Courses</p> <p><b>Outcome Statement</b> During their course work with ERAU-W, most students will complete a course in the physical sciences (physics, meteorology, environmental science, etc). The Student End of Course Survey contains items that ask the respondent to comment on the quality of the instructional materials and textbook used during the course. We will use the responses to this part of the surveys to help assess how well the students are being prepared in the physical sciences competency.</p>
<p><b>Step 3</b></p>	<p><b>Measurement Approach 1</b></p> <p><b>Means of Assessment</b> <input checked="" type="radio"/> End of course evaluations</p> <p><b>Further Description:</b></p> <p><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> At least 90% of the respondents will agree or strongly agree that the instructional materials were of high quality.</p> <p><b>Measurement Approach 2</b></p> <p><b>Means of Assessment</b> <input checked="" type="radio"/> End of course evaluations</p> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> NO DATA</p> <p><b>Participants and Roles</b> NO DATA</p> <p><b>Other Details</b> NO DATA</p> <p><b>Criterion for Success</b> At least 90% of the respondents will rate the textbook as either good or very good.</p>
	<p><b>Criterion for Success #1:</b> At least 90% of the respondents will agree or strongly agree that the instructional materials were of high quality.</p> <p><b>Results #1:</b> 90.1 % of the students responding rated the quality of the instructional materials and textbooks as</p>

<p><b>Step 4</b></p>	<p>satisfactory, good or excellent. Since the survey Likert scale was changed during the year from strongly disagree, disagree, neutral, agree, or strongly disagree to poor, fair, satisfactory, good or excellent. I chose to aggregate the satisfactory, good and excellent responses to indicate that the students agreed that the instructional materials were useful in the course. All of those responses indicate that students were at least satisfied with the instructional materials.</p> <p><b>Criterion for Success #2:</b> At least 90% of the respondents will rate the textbook as either good or very good.</p> <p><b>Results #2:</b> 90.1 % of the students responding rated the quality of the instructional materials and textbooks as satisfactory, good or excellent. Since the survey Likert scale was changed during the year from strongly disagree, disagree, neutral, agree, or strongly disagree to poor, fair, satisfactory, good or excellent. I chose to aggregate the satisfactory, good and excellent responses to indicate that the students agreed that the instructional materials were useful in the course. All of those responses indicate that students were at least satisfied with the instructional materials.</p>
<p><b>Step 5</b></p>	<p><b>Have assessment results been used to make improvements?</b></p> <p><input checked="" type="radio"/> No</p> <p><b>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</b></p> <p><input checked="" type="radio"/> Yes - planned improvements can be made without new funds</p> <p><b>Description:</b> Based on the results of this assessment, we will look at the responses to the statement for each of the Physical Sciences courses and determine which courses need to improve the textbook or supplemental materials. In addition, during the next course outline review process the course monitors of the Physical Sciences courses will review all of the textbooks and supplemental materials provided in their course outlines to determine whether there is a better textbook or there are supplemental materials that could be provided to assist instructors teaching the course do a better job of delivering the course content.</p>

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<p><b>Step 2</b></p>	<p><b>Outcome Title</b> Readiness to work in a multicultural society</p> <p><b>Outcome Statement</b> ERAU graduates are well prepared to work effectively with people of different cultural, social, ethnic, political and/or religious backgrounds.</p>
	<p><b>Measurement Approach 1</b></p> <p><b>Means of Assessment</b></p> <p><input checked="" type="radio"/> ERAU Employer Feedback Survey (<a href="#">Details</a>)</p> <p><b>Further Description:</b></p> <p><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></p>

<p><b>Step 3</b></p>	<p>Employers will rate 88% of ERAU graduates as good or excellent on the item "Understanding other people and other points of view."</p> <p><b>Measurement Approach 2</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> <p><b>Timeframe of Data Collection</b> NO DATA</p> <p><b>Participants and Roles</b> NO DATA</p> <p><b>Other Details</b> NO DATA</p> <p><b>Criterion for Success</b> 86% of students will rate the value of their Humanities courses as good or excellent on student end-of-course surveys.</p>
<p><b>Step 4</b></p>	<p><b>Criterion for Success #1:</b> Employers will rate 88% of ERAU graduates as good or excellent on the item "Understanding other people and other points of view."</p> <p><b>Results #1:</b> Only 75.7% of employers rated the competence of ERAU 2004 graduates in understanding other people and other points of view as good or excellent.</p> <p><b>Criterion for Success #2:</b> 86% of students will rate the value of their Humanities courses as good or excellent on student end-of-course surveys.</p> <p><b>Results #2:</b> 85% of students rated the value of their Humanities courses as good or excellent, according to the Student Survey Discipline Summary Report dated July 9, 2007.</p>
<p><b>Step 5</b></p>	<p><b>Have assessment results been used to make improvements?</b></p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> Yes</li> <li><input checked="" type="checkbox"/> Curriculum modifications</li> </ul> <p><b>Description:</b> This is the first year that assessment has been used in this area. Humanities courses are the particular area of study in which students are expected to develop an understanding of and appreciation for the contributions of other cultures and other points of view. In response to an identified need for additional online upper level Humanities courses, two new courses have been proposed. Both courses are expected to broaden a student's appreciation for the contributions made by people of diverse cultures and backgrounds. They are: Science and Aviation/Aerospace Technology in Society, which traces how technology, particularly aviation/aerospace technology, both impacts and is influenced by human society, from medicine to communications to the arts and all points in between. Film Studies in Aviation, which focuses on providing students with a deeper understanding of the cultural impact of aviation and aerospace technology on society, as represented via cinema.</p> <p><b>Do assessment results indicate any critical improvements that must be made in the next fiscal year?</b></p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> Yes - planned improvements can be made without new funds</li> </ul> <p><b>Description:</b></p>

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<b>Step 2</b>	<p><b>Outcome Title</b> Social Science Competence</p> <p><b>Outcome Statement</b> During their course work with ERAU-W, students will complete at least one course in the Social Sciences. All of the Social Science courses have relevance to both the students' personal and professional life. ERAU-W does not offer a Liberal Arts Major, so we will utilize student end of course and Alumni surveys to determine course relevance.</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><input checked="" type="radio"/> 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> <p style="padding-left: 40px;"><b>Other Details</b></p> <p><b>Criterion for Success</b> At least 85% of the respondents will rate the overall value of the course as good or excellent.</p> <p><b>Measurement Approach 2</b></p> <p><b>Means of Assessment</b></p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> ERAU Alumni Survey (<a href="#">Details</a>)</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> <p style="padding-left: 40px;"><b>Other Details</b></p> <p><b>Criterion for Success</b></p>
<b>Step 4</b>	<p><b>Criterion for Success #1:</b> At least 85% of the respondents will rate the overall value of the course as good or excellent.</p> <p><b>Results #1:</b> Results for 2007 indicate overall satisfaction with Social Science and Economics courses to be 86.33%</p> <p><b>Criterion for Success #2:</b></p> <p><b>Results #2:</b></p>



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Step 2	<p><b>Outcome Title</b> Written and Numerical Literacy in Economic applications</p> <p><b>Outcome Statement</b> Students will be numerically literate, and possess strong written communication skills. Every student will have prepared term papers which combine numerical and graphical data with the written word with appropriate current Economic applications.</p>
Step 3	<p><b><u>Measurement Approach 1</u></b></p> <p><b>Means of Assessment</b></p> <ul style="list-style-type: none"> <li>● ERAU Employer Feedback Survey (<a href="#">Details</a>)</li> </ul> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Collect information from the Employer Feedback Survey for next year (2006-2007) to judge whether graduated students have written and numerical literacy adequate for the industry analysis.</p> <p><b>Participants and Roles</b></p> <p><b>Other Details</b></p> <p><b>Criterion for Success</b> At least 90% of responses are 'good' or better on Employer Feedback Survey on general quantitative and mathematical competence and writing preparation.</p> <p><b><u>Measurement Approach 2</u></b></p> <p><b>Means of Assessment</b></p> <ul style="list-style-type: none"> <li>● ERAU Alumni Survey (<a href="#">Details</a>)</li> </ul> <p><b>Further Description:</b></p> <p><b>Timeframe of Data Collection</b> Collect information from the Alumni survey to determine whether graduated students believe they are adequately prepared in written and numerical literacy skills.</p> <p><b>Participants and Roles</b></p> <p><b>Other Details</b></p> <p><b>Criterion for Success</b> At least 90% of responses are 'good' or better in the Employer Alumni Feedback Survey on general quantitative and mathematical preparation and writing preparation.</p>
	<p><b>Criterion for Success #1:</b> At least 90% of responses are 'good' or better on Employer Feedback Survey on general quantitative and mathematical competence and writing preparation.</p> <p><b>Results #1:</b> Scatterplot indicates for WW campus quantitative and mathematical competence and writing preparation were not even registered. Those responding quantitative/mathematical skills excellent or good at 69%, a deficit of 21% and a decrease of 11% from last survey. Those responding writing skills excellent or good at 66%, a</p>

deficit of 24% and a decrease of 21% from last survey. Bright spot! Those responding excellent or good to graduate's Political and Economic awareness is at 70%, down 9% from last survey. However the trend is significantly higher than 1999-2001 averages of 40-50%.

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

At least 90% of responses are 'good' or better in the Employer Alumni Feedback Survey on general quantitative and mathematical preparation and writing preparation.

**Results #2:**

Responses of excellent or good on general quantitative and mathematical preparation at 73%, a deficit of 17%. Responses of excellent or good on writing preparation at 82%, a deficit of 8%. Responses of excellent or good on general quantitative and mathematical usefulness on the job at 88%. Responses of excellent or good on writing skills usefulness on the job at 97%. Alumni recognize the usefulness of such skills but are slightly underprepared relative to our goals. Responses of excellent or good of graduates preparation of political and economic awareness only at 62%. Responses of very and somewhat useful skills of political and economic awareness at 86%. Alumni see the value of political and economic awareness, but feel they are underprepared.

**Step 5**

**Have assessment results been used to make improvements?**

No

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

No

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