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About this Assessment Plan


Settings

Assessment Plan Owner: General Education

Current Assessment Planning Cycle

-  Select Assessment Planning Form [2009-2010] Academic
-  Status of Assessment Planning = Approved; Improvement = Approved Plan
-  Public? Yes

Assessment Program Information

-  Program Name: WW_General Education, Department of Arts and Sciences, 2009-2010
- Contact Name: Jim Schultz
- Contact Email: schul9fd@erau.edu
- Contact Phone:


Changes to Assessment Organization, Processes, Participants in Past Year (optional) 2009-2010 is the year to assess 3 core competencies, Information Literacy, Scientific Literacy and Life-Long Personal Growth via 7 POs. Courses to be assessed called Indicator Course Group 2.

Ad Hoc Improvements in Past Year (optional) Better training using Blackboard Outcomes as a tool of assessment.

Additional Information (optional)

Attach File(s) (optional)

Program Mission Statement

-  Program Mission Statement The mission of the Department of Arts & Sciences is to promote in students the development of competency in inquiry and problem-solving skills, communication skills, and ethical interaction with the contemporary social world. This mission is accomplished through the achievement of encompassing and mutually informative core outcomes in the following areas: Critical Thinking, Quantitative Reasoning, Information Literacy, Communication, Scientific Literacy, and Life-Long Personal Growth.

Alignment of Program Mission Statement to University Mission

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

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:

Degree Programs Yes

Degree Programs	Yes
Academic Excellence	Yes
Responsible Graduates	Yes
Effective Educational Programs	Yes
Promote Ethical Behavior	Yes
Research	No
Student Personal Development	Yes

System Information

Last Modified Date	Tuesday, December 28, 2010 11:58:44 AM EST
Last User to Modify	schul9fd

Assessment Plan Outcomes

Name	Description	Status	Public
Communicate ideas in non-written form, such as through oral presentations or visual media			No
Communicate ideas in written form in both technical and non technical areas			No
Demonstrate quantitative and mathematical competence in course work and on the job.			No
Identify and participate in professional and personal development activities through organizations and self-directed learning			No
Use digitally-enabled technology to organize and manipulate data, perform calculations, aid in solving problems, and communicate solutions, ideas, and concepts			No
Use scientific information in critical thinking and decision-making processes			No
Work effectively with people of different cultural, social, ethnic, political and/or religious backgrounds			No

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Assessment Plan Outcomes

Communicate ideas in non-written form, such as through oral presentations or visual media

Select Outcome 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 to Assess from Master List of Outcomes and Align to any Applicable Standards WW_GENED_PO_04 Oral and Visual Communication Communicate ideas in non-written form, such as through oral presentations or visual media
 WW Gen Ed Competency 4: Communication The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.

Outcome Title

 Outcome Title Communicate ideas in non-written form, such as through oral presentations or visual media

Assessment Measures, Criteria for Success and Results

Assessment Outcome Title

Outcome Title Communicate ideas in non-written form, such as through oral presentations or visual media

Attachments

Measurement One

* Means of Assessment Rubric-scored artifact in non-culminating course(s)

Description of 'Other'
Means of Assessment (if applicable)

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) An assignment will be selected, which will be mandated for use in online and face-to-face sections of the SPCH 219 course. Students will complete the assignment and be graded by the instructor using a provided rubric.

* Criterion for Success 80% of students will achieve the standard selected by the project coordinator (course monitor).

Assessment Results / Data Collected Students were required to prepare and deliver a persuasive speech of 6-7 minutes in length. Students in face-to-face classrooms were directly assessed by the instructor. Online students videotaped the speech.

20 evaluations were collected from 3 course sections, 2 face-to-face and 1 online.

Speeches were evaluated on length, evidence, logic, appeals, organization, language, and delivery style. There were 3 categories of performance: poor, satisfactory, excellent; each category contained a description of the characteristics appropriate to that category.

100% of students scored Satisfactory or Excellent in the length, evidence, appeals and organizations categories.

95% of students scored Satisfactory or Excellent in the logic and language categories.

94% of students scored Satisfactory or Excellent in the organization--introduction category.

55% of students scored Satisfactory or Excellent in the delivery style category.

Measurement Two

Means of Assessment End of course evaluations

Description of 'Other'
Means of Assessment (if applicable)

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) Students complete an end-of-course evaluation for each course. One of the questions asks students to rate the value of the course on a scale from Poor to Excellent.

Criterion for Success Ninety-three percent of the students will rate the value of their Speech courses as either Good or Excellent.

Assessment Results / Data Collected No data available.

Measurement Three

Means of Assessment National Survey of Student Engagement (NSSE)

Description of 'Other'
Means of Assessment (if applicable)

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) Students took the NSSE in 2009. Only 61.7% of students answered 'very much' or 'quite a bit' to question 11d. The Speech course was redeveloped in 2009 and updated for online delivery. The updated materials are also available for face-to-face classes. The rubric-scored artifacts for SPCH 219 and for ENGL 222 (teamwork assignment) also have the potential for improving students' speaking ability. However, the 2009 goal to have 85% of students answer that the institution helped them improve their speaking ability either 'very much' or 'quite a bit' is clearly unrealistic. A lower goal will be set for the next administration of the NSSE in 2012.

Criterion for Success 70% of students will answer 'very much' or 'quite a bit' to question 11d.

Criterion for Success 70% of students will answer 'very much' or 'quite a bit' to Q11d. [To what extent has your experience at this institution contributed to your speaking clearly and effectively?]

Assessment Results / Data Collected No data will be collected until the next administration of NSSE in 2012.

Measurement Four

Means of Assessment

Description of 'Other' Means of Assessment (if applicable)

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

Criterion for Success

Assessment Results / Data Collected

Measurement Five and Up

For Outcomes with more than four measurements, indicate all means of assessment that will be used (select all that apply). Then list the details for measurements 5 and up in the areas that follow, numbering 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 / No

Employment placement / **No**
continuing education
rates

Other (Please specify **No**
below)

Description of 'Other'
Means of Assessment (if
applicable)

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

Criterion / Criteria for
Success

Assessment Results /
Data Collected

test

Attach Supporting Documents

Improvements

Assessment Outcome Title

Outcome Title Communicate ideas in non-written form, such as through oral presentations or visual media

Use of Assessment Results

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

Types of improvements

Curriculum **No**
modification(s)

Pedagogy modification(s) **Yes**

Course sequence altered **No**

Technology-related **No**
changes

Personnel-related **Yes**
changes were made

Other **No**

Description of Improvements The redesigned online Speech course still had problems which the current course monitor was unable to address. A new course monitor was appointed and the problems are being addressed. Redesigned online course will be offered in 2011.
Delivery proficiency will be measured in this and in other courses in the future, to assess whether identified problems have been corrected.

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

be made in the next fiscal year?

Description of Planned Improvements

Mission-Critical Budget Request

Assessment Outcome Title

Outcome Title Communicate ideas in non-written form, such as through oral presentations or visual media

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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📌 Communicate ideas in written form in both technical and non technical areas

Select Outcome 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 to Assess from Master List of Outcomes and Align to any Applicable Standards WW_GENED_PO_03 Written Communication Communicate ideas in written form in both technical and non-technical areas WW Gen Ed Competency 3: Information Literacy The student will conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in their writing.

Outcome Title

* Outcome Title Communicate ideas in written form in both technical and non technical areas

Assessment Measures, Criteria for Success and Results

Assessment Outcome Title

Outcome Title Communicate ideas in written form in both technical and non technical areas

Attachments

Measurement One

✳ Means of Assessment Rubric-scored artifact in non-culminating course(s)

Description of 'Other'

Means of Assessment (if applicable)

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) Artifact collected in GOVT 320 course initially in Fall 09 term and then in May 10 term. Course monitor developed a written assignment and rubric to gauge written communication and information literacy. Instructor participation on a volunteer basis. Blackboard Outcomes used for deployment of artifact, collection, evaluation and reporting of results.

Students will prepare an eight-to-ten page research paper in APA format, with an Abstract, Body, Citations, and Reference List, on a topic from the list below. All topics must be pre-approved by the faculty by Week 2 of the course. A bibliography must be submitted by the end of the sixth week (Online) or fourth week (Grounded) of the course and the outline by end of Week 9 (Online) or Week 6 (Grounded). Failure to meet these interim deadlines may result in a lowered paper grade.

The research paper must include at least three sources in addition to your textbook. At least one of those sources must be a scholarly article obtained from the databases in the Embry-Riddle Hunt Library online. You access the Library Databases through the Online Services tab at the top of the course page (Online) or directly from the Library (library@erau.edu) (Grounded). Several online databases can be used to find articles for this course: EBSCO Journals, Education Resources Information Center (ERIC) Database, Emerald Fulltext, OmniFile, and ProQuest.

Moreover, the paper must have appropriate citations according to the ERAU Student Guide for Term Papers (see Course Specific Resources folder to download this guide). If you have any questions about your citation method, please ask the instructor.

✳ Criterion for Success **10% of students scoring a grade of A by receiving 90+ pts in 8 of the 10 elements in the grading rubric; with 90% of all enrolled students scoring a grade of B or better.**

Assessment Results / Data Collected : 100% of the students achieved a grade of A by receiving 90+ pts in 8 of 10 elements in the grading rubric. Only one student (16% of total students) received a score of 5 out of possible 10 pts on one element (APA format), indicating that that student did not understand or did not comply with the APA format requirement of the project. Of concern is that the Instructor did not effectively utilize the grading rubric, thus not providing the students with sufficient critical analysis of their research paper project; it being highly unlikely that the students actually performed in a near perfect manner in completing the research project.

Measurement Two

Means of Assessment Other (please specify below)

Description of 'Other'

Means of Assessment (if applicable)

Increase use of the ERAU Writing Rubric.

A survey revealed that only about 30% of instructors were using the writing rubric in their classes. Major obstacles were that the rubric did not appear to be applicable to the course being taught, that the rubric appeared to be too complex, and that the rubric was not easily accessible.

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

The rubric will be simplified and made available in electronic form in EAGLET, the ERAU online writing lab. Training materials will be provided for campus instructors. A question will be added to the instructor course evaluation to gauge the use of the rubric.

Criterion for Success

The rubric is simplified and incorporated into EAGLET.
Training materials are produced and distributed to Worldwide campuses.
35% of instructors indicate on the course evaluation that they are using the writing rubric.

Assessment Results / Data Collected

The following actions were taken:

- The rubric was greatly simplified and added to EAGLET site.

- Three presentations were given at the October 2010 Worldwide Conference, and plans have been made to offer training to local campus faculty on the rubric and EAGLET via EagleVision early in 2011.

No measurement was taken in 2010, as most of the year was devoted to making changes to the EAGLET site. For the same reason, no question was added to the end-of-course surveys. Intend to collect data in 2011.

Measurement Three

Means of Assessment	National Survey of Student Engagement (NSSE)
Description of 'Other' Means of Assessment (if applicable)	
Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.)	ERAU students took the NSSE in 2009. Only 77.9% of students answered 'very much' or 'quite a bit' to question 11c.
Criterion for Success	85% of students will answer 'very much' or 'quite a bit' to Q11c. [To what extent has your experience at this institution contributed to your writing clearly and effectively?]
Assessment Results / Data Collected	No assessment was conducted, as the NSSE was not administered in 2010. The goal will remain at 85% for the next administration of the NSSE in 2012.

Measurement Four

Means of Assessment	End of course evaluations
Description of 'Other' Means of Assessment (if applicable)	
Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.)	A question on the student end-of-course survey asks students to rate the value of the course.
Criterion for Success	Ninety-three percent of the students will rate the value of their English courses as either Good or Excellent.
Assessment Results / Data Collected	No data available.

Measurement Five and Up

For Outcomes with more than four measurements, indicate all means of assessment that will be used (select all that apply). Then list the details for measurements 5 and up in the areas that follow, numbering 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

Satisfaction Survey

ERAU Graduating Student No
Survey

ERAU Alumni Survey No

ERAU Employer No
Feedback Survey

National Survey of Student No
Engagement (NSSE)

Incoming Freshmen No
Survey (CIRP)

Other national survey No

External or internal peer No
review

Retention / graduation No
rates

Employment placement / No
continuing education
rates

Other (Please specify No
below)

Description of 'Other'
Means of Assessment (if
applicable)

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

Criterion / Criteria for
Success

Assessment Results /
Data Collected

test

Attach Supporting Documents

Improvements

Assessment Outcome Title

Outcome Title Communicate ideas in written form in both technical and non technical areas

Use of Assessment Results

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

Types of improvements

Curriculum Yes
modification(s)

Pedagogy modification(s) Yes

Course sequence altered No

Technology-related No

changes

Personnel-related changes were made No

Other Yes

Description of Improvements

The Course Monitor/Developer instituted changes to the Instructor Guidance Memo for teaching GOVT 320 Online and in the Classroom urging more critical grading of students efforts in all elements of the course. In addition, in preparation for future reassessments, the Course Monitor / Developer will amplify the directions to the instructor for implementation of future reassessments grading rubrics for evaluating course requirements.

Improvements were made in 2010 to the writing program. These included: online development of GNED 104 Basic Writing and ENGL 106 Introduction to Composition.

A project was also conducted to try to improve student perception of the value of English courses by ensuring that students are learning to do the kinds of writing they need for success in other courses and in their careers. The project sought input from Program and Department chairs and from instructors in other disciplines to identify specific types of writing students needed to do and particular problems that arose consistently in their classes. This information was shared with course monitors and teams of English instructors who were charged to review the writing courses (ENGL 123, 221 and 222) to determine if changes are necessary to course learning outcomes, textbooks, and supplementary materials. Any changes will be made in the annual course outline update in early 2011.

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 Communicate ideas in written form in both technical and non technical areas

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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Demonstrate quantitative and mathematical competence in course work and on the job.

Select Outcome 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 to Assess from Master List of Outcomes and Align to any Applicable Standards	WW Gen Ed Competency 2: Quantitative Reasoning The student will demonstrate the use of digitally-enabled technology & analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems.
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Outcome Title

 Outcome Title	Demonstrate quantitative and mathematical competence in course work and on the job.
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Assessment Measures, Criteria for Success and Results

Assessment Outcome Title

Outcome Title	Demonstrate quantitative and mathematical competence in course work and on the job.
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Attachments

Measurement One

 Means of Assessment	ERAU Alumni Survey
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Description of 'Other' Means of Assessment (if applicable)	Quantitative and mathematical competence is one of the outcomes measured by the ERAU Alumni Survey that is made periodically by the University.
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Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.)	At the end of the 2010 assessment cycle data relative to this outcome will be retrieved from the latest ERAU Alumni Survey summary report.
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 Criterion for Success	At least 80% of Embry-Riddle graduates will rate their general quantitative and mathematical preparation as good or very good on the ERAU alumni feedback survey.
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Assessment Results / Data Collected	Item not assessed. No data available. Response on the alumni survey was too low to provide meaningful results.
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Measurement Two

Means of Assessment	ERAU Employer Feedback Survey (EFS)
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Description of 'Other' Means of Assessment (if applicable)	ERAU conducts periodic surveys of companies that employ ERAU graduates. Quantitative and mathematical competence is one of the outcomes measured by that survey.
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Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) At the end of the 2010 assessment cycle data relative to this outcome will be retrieved from the latest ERAU Employer Survey summary report.

Criterion for Success At least 80% of employers will rate ERAU graduates as good or very good in general quantitative and mathematical preparation.

Assessment Results / Data Collected Item not assessed. No data available. Due to low response on the alumni survey, no employer survey was conducted by Institutional Research.

Measurement Three

Means of Assessment End of course evaluations

Description of 'Other' Means of Assessment (if applicable) Student end of course surveys are summarized by the University. Although mathematics courses are not identified on the survey, students are asked to rate the values of courses taken. If large proportion of the students rate the overall value of their courses as good or excellent, this would include those courses related to quantitative and mathematical competence.

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) At the end of the 2010 assessment cycle the data from the latest end of course summary report will be used to assess this outcome.

Criterion for Success At least 80% of students will rate the value of their courses as either good or excellent. The courses evaluated will include courses in which quantitative and mathematical reasoning were used.

Assessment Results / Data Collected Data was collected from student surveys from classroom and online mathematics courses for the 2009 F1, F2, F3, S1, S2, S3, U1, U2, W1, and W2 terms and for the 2010 F2, S1, S2, and S3 terms. For the item, "I would rate the overall value of the course to me as," 67% responded Excellent and 20% responded Good. As 87% rated their courses as either Excellent or Good, criteria for this item is met.

Measurement Four

Means of Assessment

Description of 'Other' Means of Assessment (if applicable)

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

Criterion for Success

Assessment Results / Data Collected

Measurement Five and Up

For Outcomes with more than four measurements, indicate all means of assessment that will be used (select all that apply). Then list the details for measurements 5 and up in the areas that follow, numbering 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 (if applicable)

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

Criterion / Criteria for Success

Assessment Results / Data Collected

test

Attach Supporting Documents

Improvements

Assessment Outcome Title

Outcome Title Demonstrate quantitative and mathematical competence in course work and on the job.

Use of Assessment Results

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

Types of improvements

Curriculum **No**

Curriculum modification(s) No

Pedagogy modification(s) No

Course sequence altered No

Technology-related changes No

Personnel-related changes were made No

Other No

Description of Improvements Criteria were met.

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 We will continue to make improvements to our courses. Math 140 and 142 are currently being redeveloped of online presentation to incorporate MyMathLab and make other improvements in the course. Substantial changes to the Math 112 online course will be made in the near future to bring it in line with the Daytona Beach and Prescott Math 112 courses. Math 211, 222, and 320 (statistics courses) will all be redeveloped in the near future to bring them more in line with current research on teaching undergraduate statistics and incorporate a wider variety of learning activities. Following redevelopment of Math 140 and 142, all online math courses will incorporate use of MyMathLab. Classroom instructors are also encouraged to use MyMathLab. An ERAU unique MyMathLab training course has been made available to them to acquaint them with using MyMathLab. Online MyMathLab course content is available for them to copy into their classroom courses.

Mission-Critical Budget Request

Assessment Outcome Title

Outcome Title Demonstrate quantitative and mathematical competence in course work and on the job.

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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Identify and participate in professional and personal development activities through organizations and self-directed learning


Select Outcome 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 to Assess from Master List of Outcomes and Align to any Applicable Standards	WW_GENED_PO_11 Professional Engagement Identify and participate in professional and personal development activities through organizations and self-directed learning WW Gen Ed Competency 6: Lifelong Personal Growth The student will be able to demonstrate the skills needed to enrich the quality of life through activities which enhance and promote lifetime learning.
---	--

Outcome Title

 Outcome Title	Identify and participate in professional and personal development activities through organizations and self-directed learning
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Assessment Measures, Criteria for Success and Results

Assessment Outcome Title

Outcome Title	Identify and participate in professional and personal development activities through organizations and self-directed learning
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Attachments


Measurement One

 Means of Assessment	Rubric-scored artifact in non-culminating course(s)
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Description of 'Other' Means of Assessment (if applicable)

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.)	The course monitor created an assignment and rubric to be used in the collection of data during the Fall 2009 terms and the May 2010 terms.
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	The family genogram assignment that requires students to reflect and think about the impact of their family of origin (family that raised them) on their personal and professional life. The student will construct a genogram (diagram) of their family's history with special emphasis on the emotional relationships within the family. The student will also write a short essay summary describing their experience creating and reflecting on your family genogram.
--	---

 Criterion for Success	The student will score a minimum score of 42 points (Acceptable) on a 100 point scale as specified in the family genogram grading rubric. The content goal is that none of the five components on the rubric will have a score of less than 6 points.
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Assessment Results /
Data Collected

The results show 22 of 62 students (42%) completed the assessment. The mean score was 93.6 (raw score 18.7) in the five rubric grading categories (APA/Writing Mechanics, overall quality, following directions, experience summary and genogram diagram structure). A raw score of 18 of 20 total points was the low and 18.9 the highest score in the five categories. No categories had unacceptable scores. The criteria for assessment success was achieved, however there were problems identified with overall sample size, instructions to students and grading that need to be reassessed. In one course the instructor made the assignment optional and only four students completed the assignment. In the online courses both instructors reported some students had issues with how the assignment was setup in the course Blackboard while other students were confused with the directions for submitting the assignments. Given the optional or alternative structure of the assignment resulted in an inadequate sample size to confidently draw conclusions. Consequently more reliable and valid data is needed before reporting concluding the criteria was successfully achieved for this assessment.

Measurement Two

Means of Assessment

Description of 'Other'
Means of Assessment (if
applicable)

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

Criterion for Success

Assessment Results /
Data Collected

Measurement Three

Means of Assessment

Description of 'Other'
Means of Assessment (if
applicable)

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

Criterion for Success

Assessment Results /
Data Collected

Measurement Four

Means of Assessment

Description of 'Other'
Means of Assessment (if
applicable)

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

Criterion for Success

Assessment Results /
Data Collected

Measurement Five and Up

For Outcomes with more than four measurements, indicate all means of assessment that will be used (select all that apply). Then list the details for measurements 5 and up in the areas that follow, numbering 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 (if applicable)

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

Criterion / Criteria for Success

Assessment Results / Data Collected

test

Attach Supporting Documents

Improvements

Assessment Outcome Title

Outcome Title Identify and participate in professional and personal development activities through organizations and self-directed learning

Use of Assessment Results

Have assessment results been used to make improvements?

Types of improvements

Curriculum modification(s) Yes

Pedagogy modification(s) Yes

Course sequence altered No

Technology-related changes No

Personnel-related changes were made No

Other No

Description of Improvements

Based on instructor feedback the genogram assignment will be replaced with a standardized mandatory autobiographical paper assignment and new grading rubric that measure the same program outcome. This will ensure a more reliable sample size to test the program outcome. The assignment instructions to students will provide better clarity on how to construct the paper, and the submission via the course Blackboard will be simplified. 1. In addition to the change in assignments, a new rubric was developed (separately attached) that provides an overall grade based on the measurement of quality in student reflection and writing in each area. 2. The assessment has new course Blackboard instructions for students on how to complete and submit the assignment that will provide better clarity. 3. An instructor memo was developed that explains the mandatory assignment requirement and offers guidance for using the rubric. Academic Outcomes Assessment information is also contained in the Instructor Memo for course instructors in the Start Here section. 4. A separate SOCI 300 Course Blackboard Beta Template was developed to use for future outcomes assessment to ensure no recurring course updates could negatively affect the results of this test.

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? Yes - planned improvements require NO NEW FUNDS

Description of Planned Improvements Plans to build into the standard course content for all instructors, good assessments for each learning outcome in the course.

Mission-Critical Budget Request

Assessment Outcome Title

Outcome Title Identify and participate in professional and personal development activities through organizations and self-directed learning

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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Use digitally-enabled technology to organize and manipulate data, perform calculations, aid in solving problems, and communicate solutions, ideas, and concepts

Select Outcome 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 to Assess from Master List of Outcomes and Align to any Applicable Standards	<p>WW_GENED_PO_07 Technological Literacy Use digitally-enabled technology to organize and manipulate data, perform calculations, aid in solving problems, and communicate solutions, ideas, and concepts</p> <p>WW Gen Ed Competency 3: Information Literacy The student will conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in their writing.</p>
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Outcome Title

Outcome Title	Use digitally-enabled technology to organize and manipulate data, perform calculations, aid in solving problems, and communicate solutions, ideas, and concepts
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Assessment Measures, Criteria for Success and Results

Assessment Outcome Title

Outcome Title	Use digitally-enabled technology to organize and manipulate data, perform calculations, aid in solving problems, and communicate solutions, ideas, and concepts
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Attachments

Measurement One

Means of Assessment Other (please specify below)

✧ Means of Assessment Other (please specify below)

Description of 'Other' Means of Assessment (if applicable) Student performance on Aplia problems sets built into the Econ 211 courses.

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) Information will be gathered from the Fall 2009 and May 2010 ECON 211 courses. All courses include problem sets delivered by computer software Aplia. These problem sets require students to use the information given to them and manipulative technology in order to provide an answer.

✧ Criterion for Success At least 90% of students will achieve a score of 70 or better.

Assessment Results / Data Collected Data collected from ECON 211 courses in October 2009 and May 2010 courses.

Measurement Two

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

Description of 'Other' Means of Assessment (if applicable)

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) Students will be given output from Microsoft Excel and will complete 10 multiple-choice questions asking them to interpret that output. This will be given as part of the course final exam or as a separate graded quiz. Information will be gathered from the Fall 2009 and May 2010 MATH 222 courses.

Criterion for Success At least 90% of students will achieve a score of 70% or better.

Assessment Results / Data Collected Twenty-one students in two classroom-based Math 222 classes took the assessment instrument. Only 11 of 21 students (52.4%) achieved a score of 70% or higher. A problem with the assessment instrument is that some items required students to not just use the appropriate software but also to apply statistical concepts to interpret the results, and it was impossible to tell if errors were due to incorrect interpretation of the output or errors in applying statistical concepts. In an attempt to overcome this problem, a rubric was developed and four instructors in online courses used the rubric to evaluate student use of software on one problem from each of two problem sets. Criteria for success was that at least 80% of students would use software and at least 70% of students using the software would choose the appropriate tool and interpret the output correctly. The first goal was met and the second goal was met in all cases except for rubric items 4 and 5 on the first problem which pertained to correctly interpreting the output. This indicates that a satisfactory percentage of students were able to select the appropriate software tool to use and to obtain the correct output using that tool. The problem came in interpreting the output from the software and making appropriate conclusions based on the output.

To determine the extent of software use in classroom courses, a short survey was developed and distributed to 161 instructors approved to teach any of the three statistics courses offered by the Worldwide campus. Of 79 surveys returned, 62 instructors indicated they require use of software or graphing calculator. Of those not requiring use of software, six said they don't because no computers were available in the classroom; six said they don't because in an introductory statistics course, students need to do the calculations manually to get a feel for the subject; and eight gave reasons such as: Barely enough time to cover the subjects of the course; many students have a limited capability to use the software; some students prefer not to use software.

Measurement Three

Means of Assessment

Description of 'Other' Means of Assessment (if applicable)

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

Criterion for Success

Measurement Four

Means of Assessment

Description of 'Other'
Means of Assessment (if
applicable)

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

Criterion for Success

Assessment Results /
Data Collected

Measurement Five and Up

For Outcomes with more than four measurements, indicate all means of assessment that will be used (select all that apply). Then list the details for measurements 5 and up in the areas that follow, numbering them appropriately in each text area, starting with number 5.

Capstone course / senior No
design project

Exam in non-culminating No
course(s)

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

End of course evaluations No

Focus group/structured No
interviews (students,
faculty)

ERAU Student No
Satisfaction Survey

ERAU Graduating Student No
Survey

ERAU Alumni Survey No

ERAU Employer No
Feedback Survey

National Survey of Student No
Engagement (NSSE)

Incoming Freshmen No
Survey (CIRP)

Other national survey No

External or internal peer No
review

Retention / graduation No
rates

Employment placement / No
continuing education
rates

Other (Please specify below) No

Description of 'Other' Means of Assessment (if applicable)

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

Criterion / Criteria for Success

Assessment Results / Data Collected

test

Attach Supporting Documents

Improvements

Assessment Outcome Title

Outcome Title Use digitally-enabled technology to organize and manipulate data, perform calculations, aid in solving problems, and communicate solutions, ideas, and concepts

Use of Assessment Results

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

Types of improvements

Curriculum modification(s) Yes

Pedagogy modification(s) No

Course sequence altered No

Technology-related changes No

Personnel-related changes were made No

Other No

Description of Improvements

Even though the average score of the October 2009 scores were 72.2%, it was determined that the problems sets were not evenly spread out throughout the ECON 211 course. Steps were taken to pare down the number of problems conducted each week and spread the assignments out over the course of the term. Students then were not as overwhelmed at the workload in specific weeks.

In statistics courses, we should work toward accomplishing the following:

- &vβσπ; Make computers available in all statistics classes. This is a problem at some campuses, but most students have computers at home, so lack of computers in the classroom shouldn't prevent use of statistical software.
 - &vβσπ; Convince instructors that part of learning statistics involves learning how to use appropriate software. Inform instructors of recent recommendations by experts on teaching introductory statistics including working with "real" data, using large data sets, less emphasis on formulas, more emphasis on using software and interpreting results.
 - &vβσπ; Make appropriate software available to instructors along with training on how to use it. Students preferring not to use the software shouldn't keep us from requiring its use.
- An ERAU unique MyMathLab/MyStatLab training course has been developed and made available to all Worldwide mathematics and statistics instructors.

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? **Yes - planned improvements require NO NEW FUNDS**

Description of Planned Improvements Econ 211 will be redeveloped in 2012 and will further refine course problem sets in the course. Also, electronic quizzes will be developed to get away from a midterm and final and spread course assessments through the weeks in the course.

All three statistics courses (Math 211, Math 222, Math 320) will be redeveloped in 2011 or 2012. Additional emphasis will be put on use of software. Materials in the online course will be made available to classroom instructors.

Mission-Critical Budget Request

Assessment Outcome Title

Outcome Title Use digitally-enabled technology to organize and manipulate data, perform calculations, aid in solving problems, and communicate solutions, ideas, and concepts

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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[^ Use scientific information in critical thinking and decision-making processes](#)

Select Outcome 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 to Assess from Master List of Outcomes and Align to any Applicable Standards WW_GENED_PO_08 Scientific Reasoning Use scientific information in critical thinking and decision-making processes
WW Gen Ed Competency 5: Scientific Literacy The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.

Outcome Title

* Outcome Title Use scientific information in critical thinking and decision-making processes

Assessment Measures, Criteria for Success and Results

Assessment Outcome Title

Outcome Title Use scientific information in critical thinking and decision-making processes

Attachments

Measurement One

* Means of Assessment Rubric-scored artifact in non-culminating course(s)

Description of 'Other'
Means of Assessment (if applicable)

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) Per the course outline, all class sections must require a written assignment. This assignment is an assignment that requires the student to use scientific information for critical thinking and decision-making processes. Since this assignment represents an important assignment as an assessment, we are confident that student's will present their best work and knowledge gained in this class. The course monitor created a uniform assignment and rubric to gauge this knowledge and be used in this assessment.

Select two sections of PSYC 350 being taught online and at campuses in October 2009, deploy the assignment as an artifact with a grading rubric using Blackboard Outcomes, gather the data on student performance and analyze the data to determine whether students demonstrate an acceptable use of scientific information in critical thinking and decision-making processes. The assignment will address any or all Learning Outcomes in the PSYC 350 course outline.

* Criterion for Success 80% of students a 70% or better

Assessment Results / Data Collected No sections of PSYC 350 during the assessment period were offered.

Measurement Two

Means of Assessment

Description of 'Other'
Means of Assessment (if applicable)

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

Criterion for Success

Assessment Results / Data Collected

Measurement Three

Measurement Three

Means of Assessment

Description of 'Other'
Means of Assessment (if applicable)

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

Criterion for Success

Assessment Results /
Data Collected

Measurement Four

Means of Assessment

Description of 'Other'
Means of Assessment (if applicable)

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

Criterion for Success

Assessment Results /
Data Collected

Measurement Five and Up

For Outcomes with more than four measurements, indicate all means of assessment that will be used (select all that apply). Then list the details for measurements 5 and up in the areas that follow, numbering 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 **No**

Survey (CIRP)

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 (if applicable)

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

Criterion / Criteria for Success

Assessment Results / Data Collected

test

Attach Supporting Documents

Improvements

Assessment Outcome Title

Outcome Title Use scientific information in critical thinking and decision-making processes

Use of Assessment Results

Have assessment results been used to make improvements?

Types of improvements

Curriculum modification(s) **No**

Pedagogy modification(s) **No**

Course sequence altered **No**

Technology-related changes **No**

Personnel-related changes were made **No**

Other **Yes**

Description of Improvements Uniform assessment created and incorporated into the course outline and online course so future instructors will be familiar with the assessment. Also, participation in assessment activities are now mandatory by all faculty.

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?

Description of Planned Improvements

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Work effectively with people of different cultural, social, ethnic, political and/or religious backgrounds

Select Outcome 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 to Assess from Master List of Outcomes and Align to any Applicable Standards	WW_GENED_PO_13 Multicultural Competence Recognize the complexity and diversity of the human experience, including cultural, aesthetic, psychological, philosophical, and spiritual dimensions
	WW_GENED_PO_12 Social Awareness Understand contemporary issues in society
	WW_GENED_PO_09 Teamwork Function on multi-cultural and/or multi-disciplinary teams
	WW_GENED_PO_05 Ethical and Social Responsibility Recognize the importance of professional, ethical and social responsibility
	WW Gen Ed Competency 6: Lifelong Personal Growth The student will be able to demonstrate the skills needed to enrich the quality of life through activities which enhance and promote lifetime learning.

Outcome Title

 Outcome Title Work effectively with people of different cultural, social, ethnic, political and/or religious backgrounds

Assessment Measures, Criteria for Success and Results

Assessment Outcome Title

Outcome Title Work effectively with people of different cultural, social, ethnic, political and/or religious backgrounds


Attachments

Measurement One

 Means of Assessment Rubric-scored artifact in non-culminating course(s)

Description of 'Other'
Means of Assessment (if applicable)

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) An assignment will be selected, which will be mandated for use in online and face-to-face sections of ENGL143 Studies in Rhetorical Theory. This course was selected for this outcome because it is designed to provide the student with an understanding of how and in what arenas the persuasive strategies of rhetoric are used, including the responsibility to use rhetorical strategies ethically. Students will complete the assignment and be graded by the instructor using a provided rubric.

 Criterion for Success 75% of students will achieve the standard selected by the project coordinator (course monitor).

Assessment Results / Data Collected An existing "Discussion Question" from Module 2 in the course, that asks the student to outline and challenge a historical philosophical position as regards ethical and social responsibility, will be used for the purposes of this assessment. Students will complete the assignment and will be graded by the instructor in accordance with a posted rubric. Scores

assignment and will be graded by the instructor in accordance with a posted rubric. Scores will fall into the following ranges: "poor" (0-13 points), "satisfactory" (14-16 points) and "superior" (17-20 points).

A total of fifteen (15) evaluations were collected from two (2) distance-learning course sections.

Averaged across the four grading criteria of the rubric, 80.25% scored in the "superior" range. Only 7% scored in the "poor" range, resulting in a 93% pass rate (thus meeting the criteria for success). Students achieved the lowest scores in "language/style/grammar/documentation" with an average score of 4.3 points out of 5, and "application analysis", with an average score of 4.5 points out of 5. By contrast, the highest average score (4.7 out of 5 points) was achieved by students who demonstrated a clear understanding of the concepts presented. The second-highest average score was reflected in the students' conclusions/personal reflections.

Measurement Two

Means of Assessment Rubric-scored artifact in non-culminating course(s)

Description of 'Other' Means of Assessment (if applicable)

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) An assignment will be selected, which will be mandated for use in online and face-to-face sections of ENGL 222 Business Communication. This assignment was selected because it is a team assignment that focuses on the implications of business communication in a multicultural environment. Students will complete the assignment and be graded by the instructor using a provided rubric

Criterion for Success 75% of students will achieve the standard selected by the project coordinator (course monitor).

Assessment Results / Data Collected Students worked with partners to research and write a short report that focused on a multicultural topic. Each partner then completed a partner evaluation form, which specifically asked questions about working with a partner who has a different cultural point of view, different management style and/or different communication style.

Only 6 evaluations were collected. The expected number of sections for this course did not materialize. Assessment was further complicated by the fact that this course is not offered online, and therefore both students and instructors were required to do extra work to complete, submit and score the assessment artifact.

The partner evaluation form contained four questions. The rubric contained three categories: poor, satisfactory, excellent, along with descriptions of the qualities of answers that would apply to each category.

- 84% of the students scored Satisfactory or Excellent on question 1, which asked them whether they observed in their partners any evidence of cultural traits they had researched, and if so, to describe their observations.
 - 67% of the students scored Satisfactory or Excellent on question 2, which asked them to explain what they learned about working with a partner who might have a different cultural point of view, a different working style, and/or a different communication style; and how they managed any difficulties that arose.
 - 100% of the students scored Satisfactory or Excellent on question 3, which asked them to identify one thing they considered most important to successful collaboration.
- 1 100% of the students scored Satisfactory or Excellent on question 4, which asked them to identify one thing they believed should be avoided among partners in a collaborative assignment.

Measurement Three

Means of Assessment National Survey of Student Engagement (NSSE)

Description of 'Other' Means of Assessment (if applicable)

Details of Assessment ERAU students took the NSSE in 2009. Only 43.2% of students answered 'very much' or 'quite a

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

Criterion for Success 50% of students will answer 'very much' or 'quite a bit' to Q11L. [To what extent has your experience at this institution contributed to your understanding people of other racial and ethnic backgrounds ?]

Assessment Results / Data Collected No data were collected, as the NSSE was not administered in 2010. The target will remain at 50% for the next administration of the NSSE in 2012.

Measurement Four

Means of Assessment End of course evaluations

Description of 'Other' Means of Assessment (if applicable)

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) A question in the student end-of-course survey asks students to rate the value of their Humanities courses. 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, thus preparing them for working in a multi-cultural environment.

Criterion for Success 90% of students will rate the value of their Humanities courses as good or excellent on student end-of-course surveys.

Assessment Results / Data Collected No data available.

Measurement Five and Up

For Outcomes with more than four measurements, indicate all means of assessment that will be used (select all that apply). Then list the details for measurements 5 and up in the areas that follow, numbering 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 (if applicable)

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

Criterion / Criteria for Success

Assessment Results / Data Collected

test

Attach Supporting Documents

Improvements

Assessment Outcome Title

Outcome Title Work effectively with people of different cultural, social, ethnic, political and/or religious backgrounds

Use of Assessment Results

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

Types of improvements

Curriculum modification(s) No

Pedagogy modification(s) No

Course sequence altered No

Technology-related changes No

Personnel-related changes were made No

Other Yes

Description of Improvements

Since only 6 evaluations of the partner assignment in ENGL 222 were completed, no conclusions can be drawn from this data. However, the results such as they are, show that students may need help in identifying what they learned from the assignment. The instructor for the course noted that some students told him they found no differences to comment upon in question 1. Students may not have realized that they could answer question 2 from their research, if not from the actual experience of working with a partner who was different from them. This information was communicated to instructors for this course.

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?

Description of Planned Improvements

Mission-Critical Budget Request

Assessment Outcome Title

Outcome Title Work effectively with people of different cultural, social, ethnic, political and/or religious backgrounds

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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