

## WW\_General Education, Department of Arts and Sciences, 2012-2013

Date of report: **September 10, 2013**
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### About this Assessment Plan

#### Settings

Assessment Plan Place: General Education

#### Assessment Unit Information

\* Select Assessment Planning [2012-2013] Worldwide Academic Plans Form

\* Program Name: WW\_General Education, Department of Arts and Sciences, 2012-2013

Contact Name: Kelly Whealan George

Contact Email: Kelly.George@erau.edu

Contact Phone: 703-402-1445

\* Public? Yes

#### Status of Assessment Plan

\* Status of Assessment Plan Planning = Approved; Improvement = Approved

#### Program Mission Statement

\* Program Mission Statement fill in later - ok

#### Alignment of Program Mission Statement to University Mission

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

##### University Mission Statement:

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

*Our technologically enriched, student-centered environment emphasizes learning through collaboration and teamwork, concern for ethical and responsible behavior, cultivation of analytical and management abilities, and a focus on the development of the professional skills needed for participation in a global community. We believe a vibrant future for aviation and aerospace rests in the success of our students. Toward this end, Embry-Riddle is committed to providing a climate that facilitates the highest standards of academic achievement and knowledge discovery, in an interpersonal environment that supports the unique needs of each individual. Embry-Riddle Aeronautical University is the world's leader in aviation and aerospace education. The University is an independent, non-profit, culturally diverse institution providing quality education and research in aviation, aerospace, engineering and related fields leading to associate's, baccalaureate's, master's and doctoral degrees.*

Preparing Students for Productive No  
Careers

Preparing students for leadership No  
roles in service around the world

Technologically enriched No  
environment

Emphasize learning through No  
collaboration and teamwork

Concern for ethical and No  
responsible behavior

Cultivate analytical abilities No

Cultivate management abilities No

Develop the professional skills No  
needed for participation in a  
global community

Facilitating the highest standards No  
of academic achievement

Facilitating knowledge discovery No

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

#### Assessment Year in Review

Ad Hoc Improvements in Past (fill in @ Fall 2011 with mid-year adjustments)  
Year (optional)

Collaboration with Others to (Assessment development activities thru the year)  
Evaluate Assessment Results  
and Recommend Improvements

Changes to Assessment (address next Fall 2011)

Organization, Processes, Participants (optional)

Additional Information (optional)

Attach File(s) (optional)

**System Information**

Last Modified Date Tuesday, June 11, 2013 4:29:45 PM EDT

Last User to Modify sielandt

**Assessment Plan Outcomes**

Name	Description	Status	Public
Apply knowledge of college level mathematics to solving problems in a physic course			No
Assessment of Applications Problems in MATH 111			No
Assessment of Applications Problems in MATH 112			No
Assessment of written communication of technical/non-technical information in ENGL 106			No
Build alignment withing BB Outcomes			No
Ignite Map			No
Ignite baseline data			No

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**Assessment Plan Outcomes**

**Apply knowledge of college level mathematics to solving problems in a physic course**

Select Outcome to Assess from Master List of Outcomes

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

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

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

Select Outcome from Master List of Outcomes WW\_GENED\_PO\_01 Mathematical Reasoning Apply knowledge of college level mathematics to defining and solving problems

Assessment Outcome Title Apply knowledge of college level mathematics to solving problems in a physic course

**Assessment Measures, Criteria for Success and Results**

**Measurement One**

Outcome Title Apply knowledge of college level mathematics to solving problems in a physic course

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

Description of 'Other' Means of Assessment

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) Deploy three summative exams, containing 21 problems that test the students' understanding of physical principles from the first nine chapters covered in PHYS 102. Using a random number generator to generate 10 numbers from a set of 31 numbers, the problems selected in each exam are: Exam #1: Problems 2, 4, 11, and 18. Exam #2: Problems 1, 3, and 6. Exam #3: Problems 3, 4, and 7 Select several sections of PHYS 102 being taught online, by EagleVision and at campuses in October - December 2012 time frame. Deploy the exams, gather the data on student performance and analyze the data to determine whether students demonstrate an acceptable understanding of the concepts being tested. The exam will address Learning Outcomes 4 in the PHYS 102 course outline.

Criterion for Success Set an overall goal that average score for the 10 questions/problems selected will be 75% or higher. Set a content goal that no problem selected will have a score of less than 70% of the points available for that problem.

Assessment Results / Data Collected

The **overall goal is that average score for the 10 questions/problems selected will be 75% or higher.**

The data indicate that all sections of the course attained the overall goal, with the lowest average being 78% (Section 1, an Online section) and the highest being 88% (a classroom section). The overall goal was not a point of discussion with instructors teaching the course.

The **content goal is that no problem selected will have a score of less than 70% of the points available for that problem.**

The data indicate that only one question did not measure up to the content goal or 70% and that was Exam #1, Question #11: "It takes an elevator [t] minutes to raise a vehicle with a mass of [m] kg from the floor to a height of [d] meters. What size (power) motor (in watts) does it take to do the job? Hint: this is a multiple step problem in which you must derive the variables needed to solve for problem in step one and then apply those values to the final solution of the problem. Watch your units."

In addition, only two sections exceeded the content goal (one was a classroom section and the other was an EagleVision section). These results would indicate that online students had a harder time with the question.

The following is a summary of the results from 144 students that completed the exams. These results were used to develop the performance against the overall and content goals for the assessment.

Question #	Exam #1				Exam #2			Exam #3			Actual Average	Overall Goal
	2	4	11	18	1	3	6	3	4	7		
Section 1	4.96	3.04	2.63	4.38	3.38	4.75	4.42	2.92	4.58	3.98	78%	75%
Section 2	5.00	4.18	3.02	5.00	3.48	4.48	3.50	3.42	3.95	4.20	80%	75%
Section 3	4.98	3.39	3.39	4.35	3.73	4.57	3.59	4.32	4.39	4.55	83%	75%
Section 4	4.50	3.11	3.08	4.17	4.28	4.87	3.47	4.12	3.82	4.91	81%	75%

Section 5	4.78	3.91	4.00	3.59	4.52	5.00	4.24	4.48	4.43	4.97	88%	75%
Section 6	4.22	4.22	4.30	4.20	3.50	4.44	3.94	2.50	4.00	4.22	79%	75%
Section 7	4.98	3.65	3.10	2.25	3.58	4.53	4.40	4.21	4.08	4.50	79%	75%
Average Points	4.77	3.64	3.36	3.99	3.78	4.66	3.94	3.71	4.18	4.48		75%

Average	95%	73%	67%	80%	76%	93%	79%	74%	84%	90%
Content Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

**Measurement Two**

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

**Measurement Three**

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

**Measurement Four**

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

**Measurement Five and Up**

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

- Capstone course / senior design project  No
- Exam in non-culminating course(s)  No
- Rubric-scored artifact in non-culminating course(s)  No
- End of course evaluations  No
- Focus group/structured interviews (students, faculty)  No
- ERAU Student Satisfaction Survey  No
- ERAU Graduating Student Survey  No
- ERAU Alumni Survey  No
- ERAU Employer Feedback Survey  No
- National Survey of Student Engagement (NSSE)  No
- Incoming Freshmen Survey (CIRP)  No
- Other national survey  No
- External or internal peer review  No
- Retention / graduation rates  No
- Employment placement / continuing education rates  No

Other (Please specify below) **No**

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion / Criteria for Success

Assessment Results / Data Collected

**Improvements**

**Assessment Outcome Title**

Outcome Title **Apply knowledge of college level mathematics to solving problems in a physic course**

**Use of Assessment Results**

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

Pedagogical modifications were made **No**

Course sequence was altered **No**

Technology-related changes were made **No**

Personnel-related changes were made **No**

Other **Yes**

Description of Improvements **In discussions with instructors teaching this course and giving these exams, we all agree that multiple step problems are missed more often by students who are not doing the homework the authorized number of times. Even though we have a homework problem that mimics this problem, we still see a poor performance. In addition, we add in the time in minutes, which requires the student to convert minutes to seconds before solving the problem. We will also change the PowerPoint slides addressing multiple step problems to remind students to FIRST check that all units are in the MKS (meter-kilogram-second) system. I will sample sections of the course for this question in the fall/winter of 2013**

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 **We are in the process of transitioning the homework to WebAssign which will provide more and better feedback to the students, especially when the student does not convert units properly or misses a step in a multiple step process.**

**Mission-Critical Budget Request**

**Assessment Outcome Title**

Outcome Title **Apply knowledge of college level mathematics to solving problems in a physic course**

**Mission-Critical Budget Request**

Title of Budget Request

Details of Budget Request

Are capital funds required? **No**

Total Amount of Operating Funds Requested

Salaries: \$

Duration:

Benefits: \$

Duration:

Professional Development: \$

Duration:

Computer Hardware: \$

Duration:

Computer Software: \$

Duration:

Other Operating Funds: \$

Other Operating Funds: 

Duration:

[^ Back to top](#)**Assessment of Applications Problems in MATH 111****Select Outcome to Assess from Master List of Outcomes****Instructions:** Below, click the "BROWSE" button to:

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

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

✱ Select Outcome from Master List of Outcomes    WW\_GENED\_PO\_01 Mathematical Reasoning Apply knowledge of college level mathematics to defining and solving problems

✱ Assessment Outcome Title    Assessment of Applications Problems in MATH 111

**Assessment Measures, Criteria for Success and Results****Measurement One**

Outcome Title    Assessment of Applications Problems in MATH 111

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

Description of 'Other' Means of Assessment

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.)    See attachment: [WW\\_GENED 111 \[2012-13\] ASMEAS MEAS1 DET.pdf](#)

✱ Criterion for Success    When fewer than 70% of students answer a problem correctly, we will look at the problem and its related objective and outcome and seek to determine the reason for poor performance. If deemed necessary based on that review, we will make adjustments to the presentation of the related material.

Assessment Results / Data Collected    We looked at 5 MyMathLab test problems from MATH 111 Five online classes that started in February 2012 were used in the analysis. The MyMathLab item analysis shows the number of students who got the problem correct, partially correct, and incorrect. The problems and the results were as follows:

1. Solve a quadratic equation using factoring: 82 correct/5 partially correct/10 incorrect.
2. Solve a quadratic equation using the quadratic formula: 42 correct/14 partially correct/40 incorrect.
3. Solve a logarithmic equation: 74 correct/3 partially correct/19 incorrect.
4. Solve a right triangle: 72 correct/20 partially correct/2 incorrect.
5. Solve an application problem using trig functions: 76 correct/3 partially correct/15 incorrect.

Of the above 5 areas, there was only one in which the percentage of students getting the problem correct fell below 70%. That was in solving quadratic equations using the quadratic formula.

**Measurement Two**

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

**Measurement Three**

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

**Measurement Four**

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data

Collected

**Measurement Five and Up**

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

Capstone course / senior design project **No**

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

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

End of course evaluations **No**

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

ERAU Student Satisfaction Survey **No**

ERAU Graduating Student Survey **No**

ERAU Alumni Survey **No**

ERAU Employer Feedback Survey **No**

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

Incoming Freshmen Survey (CIRP) **No**

Other national survey **No**

External or internal peer review **No**

Retention / graduation rates **No**

Employment placement / continuing education rates **No**

Other (Please specify below) **No**

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion / Criteria for Success

Assessment Results / Data Collected

**Improvements**

**Assessment Outcome Title**

Outcome Title **Assessment of Applications Problems in MATH 111**

**Use of Assessment Results**

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

Pedagogical modifications were made **No**

Course sequence was altered **No**

Technology-related changes were made **No**

Personnel-related changes were made **No**

Other **No**

Description of Improvements **The MATH 111 online course will be updated to a new text edition in January 2014 including a new version of MyMathLab that will enable us to more easily collect assessment information. Some additional emphasis will be placed on weak areas.**

Attach File(s) (optional)	Attachments	Type
	<a href="#">WW_GENED 111 [2012-13] ASMEAS MEAS1 DET.pdf</a>	Attachment

**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 **We have additional full-time faculty coming into the department who are experts using MyMathLab. We plan to involve them in outcomes**

improvements

assessment using MyMathLab.

**Mission-Critical Budget Request**

**Assessment Outcome Title**

Outcome Title Assessment of Applications Problems in MATH 111

**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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**Assessment of Applications Problems in MATH 112**

**Select Outcome to Assess from Master List of Outcomes**

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

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

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

\* Select Outcome from Master List of Outcomes WW\_GENED\_PO\_01 Mathematical Reasoning Apply knowledge of college level mathematics to defining and solving problems

\* Assessment Outcome Title Assessment of Applications Problems in MATH 112

**Assessment Measures, Criteria for Success and Results**

**Measurement One**

Outcome Title Assessment of Applications Problems in MATH 112

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

Description of 'Other' Means of Assessment

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) See attachment: [WW\\_GENED 112 \[2012-13\] ASMEAS MEAS1 DET.pdf](#)

\* Criterion for Success When fewer than 70% of students answer a problem correctly, we will look at the problem, the related objective and outcome, and determine whether adjustments to the presentation of the related material need to be made.

Assessment Results / Data Collected Student performance on problems in three areas in tests given using the online MyMathLab system were assessed. Four online MATH 112 classes that started in February 2013 were used in the assessment. MyMathLab scores problems as correct/partially correct/ and incorrect. The problem areas and scores are as follows:

1. Applied minimization problem: 43 correct/7 partially correct/11 incorrect - 70.5% of students got all parts of the problem correct.
2. Applied maximization problem: 45 correct/2 partially correct/13 incorrect - 75% of students got all parts of the problem correct.
3. Acceleration problem: 56 correct/1 partially correct/6 incorrect - 88.9% of students got all parts of the problem correct.

There were no areas in which less than 70% of students got all parts of the problem correct. The applied minimization problem was only slightly above 70%. MATH 112 is a polynomial calculus course so the problems aren't as difficult as in an "engineering" calculus course. It is great to see students do well, but we need to continue to monitor all areas of the course.

**Measurement Two**

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement  
 Criterion for Success  
 Assessment Results / Data Collected

**Measurement Three**

Means of Assessment  
 Description of 'Other' Means of Assessment  
 Details of Assessment Measurement  
 Criterion for Success  
 Assessment Results / Data Collected

**Measurement Four**

Means of Assessment  
 Description of 'Other' Means of Assessment  
 Details of Assessment Measurement  
 Criterion for Success  
 Assessment Results / Data Collected

**Measurement Five and Up**

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

- Capstone course / senior design project  No
- Exam in non-culminating course(s)  No
- Rubric-scored artifact in non-culminating course(s)  No
- End of course evaluations  No
- Focus group/structured interviews (students, faculty)  No
- ERAU Student Satisfaction Survey  No
- ERAU Graduating Student Survey  No
- ERAU Alumni Survey  No
- ERAU Employer Feedback Survey  No
- National Survey of Student Engagement (NSSE)  No
- Incoming Freshmen Survey (CIRP)  No
- Other national survey  No
- External or internal peer review  No
- Retention / graduation rates  No
- Employment placement / continuing education rates  No
- Other (Please specify below)  No

Description of 'Other' Means of Assessment  
 Details of Assessment Measurement  
 Criterion / Criteria for Success  
 Assessment Results / Data Collected

**Improvements**

**Assessment Outcome Title**

Outcome Title: Assessment of Applications Problems in MATH 112



Outcome Title Assessment of Applications Problems in MATH 112

**Use of Assessment Results**

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

Pedagogical modifications were made **No**

Course sequence was altered **No**

Technology-related changes were made **No**

Personnel-related changes were made **No**

Other **No**

Description of Improvements **The MATH 112 online course will be updated to a new text edition in January 2014 including a new version of MyMathLab that will enable us to more easily collect assessment information. Some additional emphasis will be placed on weak areas.**

Attach File(s) (optional)	Attachments	Type
	<a href="#">WW_GENED 112 [2012-13] ASMEAS MEAS1 DET.pdf</a>	Attachment

**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 **We will involve new full-time faculty in the department who are experts in the use of MyMathLab in using that system to do a more thorough analysis of our courses.**

**Mission-Critical Budget Request**

**Assessment Outcome Title**

Outcome Title **Assessment of Applications Problems in MATH 112**

**Mission-Critical Budget Request**

Title of Budget Request

Details of Budget Request

Are capital funds required? **No**

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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**Assessment of written communication of technical/non-technical information in ENGL 106**

**Select Outcome to Assess from Master List of Outcomes**

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

-  Select Outcome from Master List of Outcomes **University General Education Competency 2: Communication The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.**
-  Assessment Outcome Title **Assessment of written communication of technical/non-technical information in ENGL 106**

## Assessment Measures, Criteria for Success and Results

## Measurement One

Outcome Title Assessment of written communication of technical/non-technical information in ENGL 106

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

Description of 'Other' Means of Assessment

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.) See attachment: [WW\\_GENED\\_106 \[2012-13\] ASMEAS\\_MEAS1\\_DET.pdf](#)

\* Criterion for Success 100% of the ENGL 106 participants will score a minimum of 70% on the selected assignment. For any students scoring below 70%, the individual sections (unity, support, coherence, effective sentence skills) of the scored rubrics will be analyzed for patterns to determine whether changes need to be made in the presentation of the concepts of unity, support, coherence, and effective sentence skills in the course.

Assessment Results / Data Collected

## Measurement Two

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

## Measurement Three

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

## Measurement Four

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

## Measurement Five and Up

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

Capstone course / senior design project No

Exam in non-culminating course(s) No

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

End of course evaluations No

Focus group/structured interviews (students, faculty) No

ERAU Student Satisfaction Survey No

ERAU Graduating Student Survey No

ERAU Alumni Survey No

ERAU Employer Feedback Survey No

National Survey of Student Engagement (NSSE) No

Incoming Freshmen Survey (CIRP) No

Other national survey No

External or internal peer review No

Retention / graduation rates No

Employment placement / continuing education rates No

Other (Please specify below) No

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion / Criteria for Success

Assessment Results / Data Collected

**Improvements**

**Assessment Outcome Title**

Outcome Title Assessment of written communication of technical/non-technical information in ENGL 106

**Use of Assessment Results**

Have assessment results been used to make improvements?

Pedagogical modifications were made No

Course sequence was altered No

Technology-related changes were made No

Personnel-related changes were made No

Other No

Description of Improvements

Attach File(s) (optional)	Attachments	Type
	<a href="#">WW_GENED 106 [2012-13] ASMEAS MEAS1 DET.pdf</a>	Attachment

**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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**Build alignment withing BB Outcomes**

**Select Outcome to Assess from Master List of Outcomes**

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

- \* Select Outcome from Master List of Outcomes WW\_GENED\_PO\_01 Mathematical Reasoning Apply knowledge of college level mathematics to defining and solving problems
- \* Assessment Outcome Title Build alignment withing BB Outcomes

**Assessment Measures, Criteria for Success and Results**

**Measurement One**

Outcome Title Build alignment withing BB Outcomes

\* Means of Assessment Other (please specify below)

Description of 'Other' Means of Assessment Automatic gathering of data for activities within courses aligned to learning outcomes and program outcomes.

Details of Assessment Measurement (Timeframe of Data) Starting in July 2012, all courses included in the AY 2012-2013 will be identified and the alignment of learning activities to learning outcomes and program outcomes within the BB learning management system will be undertaken to facilitate the automatic gathering of

Collection, Participants/Roles, etc.) data on the scoring of learning activities in all courses during the academic year.

\* Criterion for Success 100% of identified courses within the AY 2012-2013 assessment plan will be aligned.

Assessment Results / Data Collected

### Measurement Two

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

### Measurement Three

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

### Measurement Four

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

### Measurement Five and Up

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

Capstone course / senior design project No

Exam in non-culminating course(s) No

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

End of course evaluations No

Focus group/structured interviews (students, faculty) No

ERAU Student Satisfaction Survey No

ERAU Graduating Student Survey No

ERAU Alumni Survey No

ERAU Employer Feedback Survey No

National Survey of Student Engagement (NSSE) No

Incoming Freshmen Survey (CIRP) No

Other national survey No

External or internal peer review No

Retention / graduation rates No

Employment placement / continuing education rates No

Other (Please specify below) No

Description of 'Other' Means of

- Assessment
- Details of Assessment Measurement
- Criterion / Criteria for Success
- Assessment Results / Data Collected

**Improvements**

**Assessment Outcome Title**

Outcome Title Build alignment withing BB Outcomes

**Use of Assessment Results**

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

Pedagogical modifications were made Yes

Course sequence was altered No

Technology-related changes were made No

Personnel-related changes were made No

Other No

Description of Improvements In terms of gaps in curriculum coverage of outcomes, the course was altered to ensure all desired program outcomes were being 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? Yes - NEW FUNDS REQUIRED for planned improvements

Description of Planned Improvements Less than 25% of our courses remain unmapped. A stipend for summer work would ensure that this gets accomplished immediately and to facilitate future data collection for assessments.

**Mission-Critical Budget Request**

**Assessment Outcome Title**

Outcome Title Build alignment withing BB Outcomes

**Mission-Critical Budget Request**

Title of Budget Request BB alignment work

Details of Budget Request \$ 2000 to provide a stipend to fulltime faculty over the summer to complete the alignments within BB in an expedited way. Accomplishment of this work will enable better data collection for future assessments.

Are capital funds required? Yes

Total Amount of Operating Funds Requested \$2000

Salaries: \$

Duration:

Benefits: \$

Duration:

Professional Development: \$

Duration:

Computer Hardware: \$

Duration:

Computer Software: \$

Duration:

Other Operating Funds: \$ \$2000

Duration: One-Time Cost

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Select Outcome to Assess from Master List of Outcomes

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

- \* Select Outcome from Master List of Outcomes
 

IGNITE SLO-1 Define and/or articulate a research problem	IGNITE SLO-1 Define and/or articulate a research problem
IGNITE SLO-2 Design a course of action to solve a research problem using, as appropriate, multi-disciplinary principles	IGNITE SLO-2 Design a course of action to solve a research problem using, as appropriate, multi-disciplinary principles
IGNITE SLO-3 Apply ethical principles in research	IGNITE SLO-3 Apply ethical principles in research
IGNITE SLO-4 Conduct research independently and/or collaboratively	IGNITE SLO-4 Conduct research independently and/or collaboratively
IGNITE SLO-5 Reach decisions or conclusions based on the analysis and synthesis of evidence	IGNITE SLO-5 Reach decisions or conclusions based on the analysis and synthesis of evidence
IGNITE SLO-6 Communicate research results	IGNITE SLO-6 Communicate research results
  
- \* Assessment Outcome Title    Ignite Map

**Assessment Measures, Criteria for Success and Results**

**Measurement One**

Outcome Title	Ignite Map
* Means of Assessment	Other (please specify below)
Description of 'Other' Means of Assessment	Create curriculum map with respect to Ignite SLOs in BB Outcomes
Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.)	During AY 2012-2013
* Criterion for Success	Critical path courses for Ignite are identified, mapped, and aligned to Ignite SLOs
Assessment Results / Data Collected	All Department of Arts and Sciences courses were mapped to Ignite SLOs within Excel. This was accomplished using a Google survey. The map was not transferred over to BB Outcomes because it the map itself was not critical to the operation of Ignite nor the assessment of Ignite. The map informed the selection of courses for assessment and alignment of the activities within the course.

**Measurement Two**

Means of Assessment	
Description of 'Other' Means of Assessment	
Details of Assessment Measurement	
Criterion for Success	
Assessment Results / Data Collected	

**Measurement Three**

Means of Assessment	
Description of 'Other' Means of Assessment	
Details of Assessment Measurement	
Criterion for Success	
Assessment Results / Data Collected	

**Measurement Four**

Means of Assessment	
Description of 'Other' Means of Assessment	
Details of Assessment Measurement	
Criterion for Success	
Assessment Results / Data Collected	

**Measurement Five and Up**

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

- Capstone course / senior design project    No
- Exam in non-culminating course(s)    No
- Rubric-scored artifact in non-culminating course(s)    No

End of course evaluations No

Focus group/structured interviews No  
(students, faculty)

ERAU Student Satisfaction Survey No

ERAU Graduating Student Survey No

ERAU Alumni Survey No

ERAU Employer Feedback Survey No

National Survey of Student Engagement (NSSE) No

Incoming Freshmen Survey (CIRP) No

Other national survey No

External or internal peer review No

Retention / graduation rates No

Employment placement / continuing education rates No

Other (Please specify below) No

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion / Criteria for Success

Assessment Results / Data Collected

**Improvements**

**Assessment Outcome Title**

Outcome Title Ignite Map

**Use of Assessment Results**

Have assessment results been used to make improvements?

Pedagogical modifications were made No

Course sequence was altered No

Technology-related changes were made No

Personnel-related changes were made No

Other No

Description of Improvements

Attach File(s) (optional)

**Planned Future Improvements**

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

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

Description of Planned Improvements

**Mission-Critical Budget Request**

**Assessment Outcome Title**

Outcome Title Ignite Map

**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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**Ignite baseline data**

Select Outcome to Assess from Master List of Outcomes

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

- ✦ Select Outcome from Master List of Outcomes
  - IGNITE SLO-1 Define and/or articulate a research problem
  - IGNITE SLO-2 Design a course of action to solve a research problem using, as appropriate, multi-disciplinary principles
  - IGNITE SLO-3 Apply ethical principles in research
  - IGNITE SLO-4 Conduct research independently and/or collaboratively
  - IGNITE SLO-5 Reach decisions or conclusions based on the analysis and synthesis of evidence
  - IGNITE SLO-6 Communicate research results
- ✦ Assessment Outcome Title: Ignite baseline data

**Assessment Measures, Criteria for Success and Results**

**Measurement One**

Outcome Title: Ignite baseline data

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

Description of 'Other' Means of Assessment:

Details of Assessment Measurement (Timeframe of Data Collection, Participants/Roles, etc.): During AY 12-13, use assignments in the critical path courses to gather baseline data using the Ignite common rubric (still under construction at this point).

✦ Criterion for Success: There are no criteria for student performance. Success is dependent upon sufficient use to yield reliable measures of where our students are performing with respect to Ignite SLOs Introductory, Practicing and Mastery levels of attainment and actionable curricular changes.

Assessment Results / Data Collected:

**Measurement Two**

Means of Assessment:

Description of 'Other' Means of Assessment:

Details of Assessment Measurement:

Criterion for Success:

Assessment Results / Data Collected:

**Measurement Three**

Means of Assessment:

Description of 'Other' Means of Assessment:

Details of Assessment Measurement:

Criterion for Success:

Assessment Results / Data Collected:



Collected

**Measurement Four**

Means of Assessment

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion for Success

Assessment Results / Data Collected

**Measurement Five and Up**

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

Capstone course / senior design project  No

Exam in non-culminating course(s)  No

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

End of course evaluations  No

Focus group/structured interviews (students, faculty)  No

ERAU Student Satisfaction Survey  No

ERAU Graduating Student Survey  No

ERAU Alumni Survey  No

ERAU Employer Feedback Survey  No

National Survey of Student Engagement (NSSE)  No

Incoming Freshmen Survey (CIRP)  No

Other national survey  No

External or internal peer review  No

Retention / graduation rates  No

Employment placement / continuing education rates  No

Other (Please specify below)  No

Description of 'Other' Means of Assessment

Details of Assessment Measurement

Criterion / Criteria for Success

Assessment Results / Data Collected

**Improvements**

**Assessment Outcome Title**

Outcome Title  Ignite baseline data

**Use of Assessment Results**

Have assessment results been used to make improvements?  No

Pedagogical modifications were made  No

Course sequence was altered  No

Technology-related changes were made  No

Personnel-related changes were made  No

Other  No

Description of Improvements

Attach file(s) (optional)

**Planned Future Improvements**

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

Do assessment results indicate any critical improvements that must be made in the next fiscal year? **Yes - planned improvements require NO NEW FUNDS**

Description of Planned Improvements **Collection of baseline Ignite assessment for Introductory level skills for students will be complete by August 2014 and will direct pedagogy and curricular improvements in the following year.**

**Mission-Critical Budget Request**

**Assessment Outcome Title**

Outcome Title **Ignite baseline data**

**Mission-Critical Budget Request**

Title of Budget Request

Details of Budget Request

Are capital funds required? **No**

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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