Embry-Riddle Aeronautical University » Academic Division » Daytona Beach Campus » DB\_College of Arts and Sciences » DB\_General Education **DB\_General Education program** 

# Standing Requirements Program Mission Statement

**General Education Program Mission** 

Recognizing its general and special missions in education, Embry-Riddle Aeronautical University embraces a General Education Program. This course of study ensures that students possess the attributes expected of all university graduates. The General

Education Program enables students, regardless of their degree program, to understand the significance of acquiring a broad range of knowledge.

Throughout the General Education Program, students gain and enhance competence in written and oral communication. They practice reasoning and critical thinking skills and demonstrate computer proficiency. As students engage in this course of study, they familiarize themselves with and investigate ideas and methodologies from several disciplines. These include the arts and humanities, the social sciences, economics, the natural sciences and mathematics. The program also helps students recognize interrelationships among the disciplines.

Promoting the appreciation of varied perspectives, the General Education Program provides intellectual stimulation, ensuring that students are broadly educated. This course of study empowers students to make informed value judgments, to expand their knowledge and understanding of themselves, and to lead meaningful, responsible, and satisfying lives as individuals, professionals, and concerned members of their society and the world. Over 4500 students are enrolled in the General Education Program at Daytona Beach.

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## **ERAU University Mission Statement**

Our mission is to teach the science, practice and business of aviation and aerospace, preparing students for productive careers<sup>1</sup> and leadership roles in service around the world.<sup>2</sup>

Our technologically enriched, student-centered environment<sup>3</sup> emphasizes learning through collaboration and teamwork,<sup>4</sup> concern for ethical and responsible behavior,<sup>5</sup> cultivation of analytical<sup>6</sup> and management abilities,<sup>7</sup> and a focus on the development of the professional skills needed for participation in a global community.<sup>8</sup> 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<sup>9</sup> and knowledge discovery,<sup>10</sup> in an interpersonal environment that supports the unique needs of each individual.<sup>11</sup> Embry-Riddle Aeronautical University is the world's leader in aviation and aerospace, engineering and related fields leading to associate's, baccalaureate's, master's and doctoral degrees.

# **Program Alignment to University Mission**

## Select all that apply.

- <sup>1</sup>Preparing students for productive careers
- <sup>2</sup>Preparing students for leadership roles in service around the world
- <sup>3</sup>Technologically enriched environment
- <sup>4</sup>Emphasize learning through collaboration and teamwork
- <sup>5</sup>Concern for ethical and responsible behavior
- <sup>6</sup>Cultivate analytical abilities
- <sup>8</sup>Develop the professional skills needed for participation in a global community
- <sup>9</sup>Facilitating the highest standards of academic achievement
- <sup>10</sup>Facilitating knowledge discovery

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# Standing Requirements Program Outcomes

## ERAU\_General Education program Outcome Set

#### Outcome

Outcome	Mapping
Critical Thinking Students will synthesize and apply knowledge in order to define and solve problems within professional and personal environments.	No Mapping
Quantitative Reasoning Students will, through mathematical proficiency and analysis, demonstrate the use of digitally enabled technology in order to interpret data for the purpose of drawing valid conclusions and solving associated mathematical and/or economic problems.	No Mapping
Information Literacy Students will conduct meaningful research, including gathering information from primary and secondary sources as well as incorporating and documenting source material in their writing.	No Mapping
Communication Students will communicate concepts in written, digital, and oral forms for technical and/or non-technical audiences.	No Mapping
Scientific Literacy Students will analyze scientific evidence as it relates to the physical world and its inhabitants.	No Mapping
Cultural Literacy Students will analyze historical events, cultures, cultural artifacts, social issues,	No Mapping



and/or philosophical concepts.

Collaborative Learning The student will be able to work effectively with others on diverse teams to produce quality written documents, oral presentations and/or meaningful projects. The student will assist in organizing others to accomplish a shared task, contribute actively to a group, and work to resolve any conflicts that occur. **No Mapping** 



#### DB\_Gen Ed Curriculum Map

Courses and Activities Mapped to ERAU\_General Education program Outcome Set

	Outcome						
	Critical Thinking Students will synthesize and apply knowledge in order to define and solve problems within professional and personal environments.	Quantitative Reasoning Students will, through mathematical proficiency and analysis, demonstrate the use of digitally enabled technology in order to interpret data for the purpose of drawing valid conclusions and solving associated mathematical and/or economic problems.	Information Literacy Students will conduct meaningful research, including gathering information from primary and secondary sources as well as incorporating and documenting source material in their writing.	Communication Students will communicate concepts in written, digital, and oral forms for technical and/or non-technical audiences.	Scientific Literacy Students will analyze scientific evidence as it relates to the physical world and its inhabitants.	Cultural Literacy Students will analyze historical events, cultures, cultural artifacts, social issues, and/or philosophical concepts.	Collaborative Learning The student will be able to work effectively with others on diverse teams to produce quality written documents, oral presentations and/or meaningful projects. The student will assist in organizing others to accomplish a shared task, contribute actively to a group, and work to resolve any conflicts that occur.
Communication Theory and Skills		1	I		1	I	
COM 122 English Composition			I	I		I	
COM 219 Speech	I		Р	I			
COM 221 Technical Report Writing	I		Р	Р			
COM 222 Business Communication	I		Р	Р			
Humanities/Social Sciences							
HU 140 Western Humanities I: Antiquity and the Middle Ages	Р		Р	I		I	
HU 141 Western Humanities II: Renaissance to Postmodern	Р		Р	I		I	
HU 142 Studies in Literature	Р		Р	I		I	
HU 143 Introduction to Rhetoric	Р		Р	I		I	
HU 144 Studies in Art	Р		Р	I		I	
HU 145 Themes in the Humanities	Р		Р	I		I	
HU 146 Music Appreciation and Criticism	Р		Р	I		I	
Lower-Level Social Sciences	_						
EC 200 An Economic Survey	I	I				I	
EC 210 Microeconomics		I	I			I	
EC 211 Macroeconomics	1	I I				I	5

				Outcome			
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EC 225 Engineering Economics	I	I	I	I	Ρ		
GCS 201 Introduction to Global Conflict Studies	Р					Р	
PSY 101 Introduction to Psychology					I	I	
SS 110 World History	I					I	
SS 115 Introduction to International Relations	I					I	
SS 120 U.S. History	I					I	
SS 130 History of Aviation in America	I					I	
SS 140 Introduction to Middle East Mediterranean World	I					I	
SS 210 Introduction to Sociology	I					I	
Upper-Level Humanities	-		-				
HU 300 World Literature	Р		Р			Р	
HU 305 Modern Literature	Р		Р			Р	
HU 310 American Literature	Р		Р			Р	
HU 316 Studies in Music	Р		Р			Р	
HU 319 Advanced Speech	Р		Р	Р		Р	
HU 325 Exploring Film	Р		Р	Р		Р	
HU 330 Values and Ethics	Р		Р			Р	
HU 335 Technology and Modern Civilization	Р		Р	Р		Р	
HU 338 Traversing the Borders: Interdisciplinary Explorations	Р		Р	Р		Р	6

		Outcome					
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HU 341 World Philosophy	Р		Р			Р	
HU 345 Comparative Religions	Р		Р			Ρ	
HU 363 Communication and Society	Р		Р	Р		Р	
HU 375 The Nature of Language	Р		Р			Р	
HU 415 Nonverbal Communication	м	Р	м	м		м	
HU 420 Applied Cross-Cultural Communication	м		м	м		м	
Upper-Level Social Sciences		<u>.</u>		-	·		
GCS 300 International Conflict Resolution	Р		Р			Ρ	
GCS 302 Gender Security	Р		Р			Ρ	
GCS 304 Political Violence	Р		Р			Р	
GCS 306 Theories of Nations and Nationalism	Р		Р			Р	
GCS 308 Transnational Crime	Р		Р			Р	
PSY 310 Sensation and Perception					I	Р	
PSY 315 Cognitive Psychology					I	Р	
PSY 340 Industrial-Organizational Psychology					I	Р	
PSY 350 Social Psychology					I	Р	
PSY 352 Personality: A Systems Approach					I	Ρ	
PSY 365 Abnormal Psychology					I	Р	
SS 302 Evolution of Scientific Thought	Р		Р		Р	Р	
SS 311 U.S. Military History 1775-1900	Р		Р			М	7

				Outcome			
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SS 320 Government of the U.S.	Р		Р			Р	
SS 321 U.S. Military History 1900-Present	Р		Р			м	
SS 322 Modern Russian History	Р		Р			М	
SS 324 Topics in U.S. History	Р		Р			м	
SS 325 International Studies	Р		Р			м	
SS 326 Russian-U.S. Relations	Р		Ρ			м	
SS 328 History of U.S. Intelligence	Р		Р			м	
SS 331 Current Issues in America	Р		Р			м	
SS 333 U.SAsian Relations	Р		Р			м	
SS 334 Contemporary Africa and the World	Р		Р			м	
SS 336 The Modern Middle East in World Affairs	Р		Р			м	
SS 337 Globalization and World Politics	Р		Р			м	
SS 340 Modern U.S. Foreign Policy	Р		Р			м	
SS 353 Early U.S. Foreign Policy	Р		Р			м	
SS 363 Inter-American Relations	Р		Р			м	
Computer Science/Information Technol	ogy						
BA 120 Introduction to Computer Based Systems			I				
CS 118 Fundamentals of Computer Programming		Р					
CS 120 Introduction to Computing in Aviation		Р					
CS 223 Scientific Programming in C		Р					0

	Outcome						
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EGR 115 Introduction to Computing for Engineers		P	Р				
EGR 120 Graphical Communications		Р	Р				
HS 235 Computer and Network Technologies			Р				
Mathematics	1	1	<u> </u>	<u> </u>		1	1
MA 111 College Mathematics for Aviation I		I					
MA 112 College Mathematics for Aviation II		I					
MA 120 Quantitative Methods I		I					
MA 140 College Algebra		I					
MA 143 Precalculus Essentials		I					
MA 220 Quantitative Methods II		I					
MA 222 Business Statistics	Р	I					
MA 241 Calculus and Analytical Geometry I		I					
Physical Sciences							
BIO 120 Foundations of Biology I	I	I	I	I	Р	Р	Р
BIO 121 Foundations of Biology II	I	I	I	I	Р	Р	Р
BIO 142 Introduction to Environmental Science			Р				
BIO 215 Genetics	Р		Р		Р	Р	
BIO 216 Microbiology	Р		Р		Р	Р	
BIO 245 Natural History of the Region							
CHM 101 Basic Chemistry		Р				Р	

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CHM 108 Contemporary Chemistry	I	I	I		I	I	
CHM 110 Contemporary Chemistry I	I	Р	Р		I		
CHM 111 Contemporary Chemistry II	I	Р	Р		Ρ		
CHM 140 Chemistry for Engineers	I	Р	Р		Р		
CHM 210 Organic Chemistry I	I	Р	Р		Р		
CHM 310 Biochemistry	I	Р	Р		Р		
PS 102 Explorations in Physics		Р			I		
PS 103 Technical Physics I	I	I			I	I	
PS 104 Technical Physics II	I	Р			Р	Р	
PS 116 The Joy of Science					I	I	
PS 150 Physics for Engineers I	I	Р	I		I		
PS 160 Physics for Engineers II	I	Р	Р		Р	Р	
PS 224 Astronomy	I	Р	Р		Р		
PS 226 Physics I	I	Р	Р		Р		
PS 227 Physics II	I	Р	Р		Р		
PS 250 Physics for Engineers III	I	Р	Р		Р		
PS 302 Evolution of Scientific Thought			Р		Р	Р	
WX 215 Introduction to Geoscience	P	Р	Р		Р		
Legend: I Introduced P Practiced M Mastered X Aligned							

#### **DB\_Gen Ed Assessment Schedule**

 $Courses \ and \ Activities \ Mapped \ to \ ERAU\_General \ Education \ program \ Outcome \ Set$ 

				Outcome			
	Critical Thinking Students will synthesize and apply knowledge in order to define and solve problems within professional and personal environments.	Quantitative Reasoning Students will, through mathematical proficiency and analysis, demonstrate the use of digitally enabled technology in order to interpret data for the purpose of drawing valid conclusions and solving associated mathematical and/or economic problems.	Information Literacy Students will conduct meaningful research, including gathering information from primary and secondary sources as well as incorporating and documenting source material in their writing.	Communication Students will communicate concepts in written, digital, and oral forms for technical and/or non-technical audiences.	Scientific Literacy Students will analyze scientific evidence as it relates to the physical world and its inhabitants.	Cultural Literacy Students will analyze historical events, cultures, cultural artifacts, social issues, and/or philosophical concepts.	Collaborative Learning The student will be able to work effectively with others on diverse teams to produce quality written documents, oral presentations and/or meaningful projects. The student will assist in organizing others to accomplish a shared task, contribute actively to a group, and work to resolve any conflicts that occur.
Courses and Learning Activities				<u> </u>	<u> </u>	<u> </u>	
2018-2019 Assessment Cycle			~		~	~	
2019-2020 Assessment Cycle		~					~
2020-2021 Assessment Cycle	~			~		~	
2021-2022 Assessment Cycle							
2022-2023 Assessment Cycle							
2023-2024 Assessment Cycle							
Legend : V = Aligned							

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#### 2019-2020 Assessment Cycle

## Assessment Plan with Results and Proposed Improvements

**Result per Measure** 

#### ERAU\_General Education program Outcome Set

Outcome

#### **Outcome: Quantitative Reasoning**

Students will, through mathematical proficiency and analysis, demonstrate the use of digitally enabled technology in order to interpret data for the purpose of drawing valid conclusions and solving associated mathematical and/or economic problems.

•	Measure: Quantitative Reasoning
	Course level Direct - Student Artifact

Details/Description:	Study questions used in EC 211 to show quantitative reasoning in economics.
Criterion for Success:	80% overall average score for assignments.
Timeframe of Data Collection:	Spring 2019
Key/Responsible	Angela Cheatham
Personnel:	

Results for Quantitative Reasoning

Summary of Results:	Students were assigned study questions in EC 211 to demonstrate knowledge in quantitative reasoning. Results are the class average of three sections.
	Study question set 1: 84.7
	Study question set 2:88
	Study question set 3: 85.2
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Met
Sample Size/ Number of Students Assessed:	90
Completed or Proposed	None

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Substantiating Evidence:

### Measure: Quantitative Reasoning Course level Indirect - Survey

Details/Description:	EC 211 end of course survey results: I achieved the learning outcomes for this course.
Criterion for Success:	80% strongly agree or agree.
Timeframe of Data	Fall 2019 and spring 2020
Collection:	
Key/Responsible	Angela Cheatham
Personnel:	

#### Results for Quantitative Reasoning

Summary of Results:	End of course survey results;
	2019-2020 academic year 96.97%: 86.69 strongly agree and 28.28 agree. Fall 2019: 64.1 strongly agree; 30.77 agree Spring 2020: 71.67 strongly agree; 26.67 agree
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	fall enrollments 39/54 spring enrollments 60/90 overall enrollments 99/144
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	None



 Measure: Solving associated mathematical and/or economic problem Course level Direct - Student Artifact

Details/Description:	Results from EC 211 of overall Macro Financial Exercise 1, 2, 3.
Criterion for Success:	70% mastery of financial application to solve mathematical and economic problems.
Timeframe of Data Collection:	Fall and Spring of each academic year.
Key/Responsible Personnel:	Angela Cheatham

Results for Solving associated mathematical and/or economic problem

Summary of Results:	This data was not collected this year due to the pivot to online learning spring 2020. The activities are created for face to face delivery using financial calculators.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Not Met
Sample Size/ Number of Students Assessed:	0
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	Reassess the outcome for financial exercises 1,2,3 for assessment 20-21.

#### **Outcome: Collaborative Learning**

The student will be able to work effectively with others on diverse teams to produce quality written documents, oral presentations and/or meaningful projects. The student will assist in organizing others to accomplish a shared task, contribute actively to a group, and work to resolve any conflicts that occur.

# Measure: Multi-modal Instruction Course level Direct - Student Artifact

Details/Description:	Many COM 221 instructors require students to complete a project for the iFixit website in groups. There are several versions of the iFixit project, but all of them include a collaboratively written repair or replacement guide. The guides are graded based on a detailed checklist of iFixit's criteria.
	Repair/replacement guide grades will be used to assess students' success in collaboratively producing a written document.
Criterion for Success:	80% of iFixit guides will receive a grade of C or higher, indicating that they have collaboratively produced a quality written document.
Timeframe of Data Collection:	April 2020
Key/Responsible Personnel:	COM 221 Course Monitor

#### Results for Multi-modal Instruction

Summary of Results:	Criterion for Success 80% of iFixit guides will receive a grade of C or higher, indicating that they have collaboratively produced a quality written document.
	Results: 93% of projects scored 80% or higher
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	Assessed 27 projects involving 118 students
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	<ol> <li>The interruption of Covid-19 posed challenges to collecting as much data as we had hoped regarding collaboration, since there were teachers who chose not to impose collaborative work on students after we went online. In the future, we will have more support for collaborative work in online environments.</li> <li>Even though artifact assessment exceeded expectations, the course monitor will increase assessment efforts by designing a rubric to assess artifacts separately from instructor grades. This rubric will be developed in collaboration with experience instructors and applied during multiple calibration sessions.</li> </ol>



#### Substantiating Evidence:

### U

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## Measure: Survey Results Program level Indirect - Survey

Details/Description:	Enrolled students will complete an end-of-term survey via Evaluation Toolkit. Developed by representative faculty members, the survey instrument will discern if students perceive that they have collaborated successfully. The survey will consist of four Likert-scale questions.
	1. To what extent did you effectively fulfill a role in a team project in order to accomplish a shared task? (for example, project leader, project editor, project communicator, etc.)
	2. To what extent did you contribute actively to a group? (for example, participating in meetings, offering ideas, providing feedback)
	3. To what extent were you able to work to resolve any conflicts that occurred?
	4. To what extent were collaboration skill building activities/documents (for example, team charter, task schedule, articles/chapters) helpful in creating goals and staying on task?
	Possible answers: 1) not at all, 2) a little, 3) somewhat, 4) to a good extent 5) to a great extent
Criterion for Success:	Criterion for Success
	80% of students will answer 4 or higher on each question.
Timeframe of Data Collection:	April 2020
Key/Responsible Personnel:	COM 221 Course Monitor

Results for Survey Results	
Summary of Results:	Indirect Assessment Survey Results for COM 221 Assessment of Collaborative Learning Competency
	Enrolled COM 221 students will complete specific statements posted on the End-of-Course (EoC) survey.
	Criterion for Success 80% of students will answer 4 or higher on each question.
	Overall, half of our questions reached the target of 80% of respondents rating 4 or higher on each question.
	Ques 1: To what extent did you effectively fulfill a role in a team project in order to accomplish a shared task? 90% of respondents rated the answer a 4 or better.
	Ques 2: To what extent did you contribute actively to a group?95% of respondents rated the answer a 4 or better.
	Ques 3: ) If there were any conflicts, to what extent were you able to work to resolve them satisfactorily? 70% of respondents rated the answer a 4 or better.
	Ques 4: To what extent were collaboration skill building activities/documents helpful in creating goals and staying on task?
	66% of respondents rated the answer a 4 or better.
	Indirect Measure: Not Met responses to questions 3 and 4 fall below our target.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Not Met
Sample Size/ Number of Students Assessed:	42 respondents
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	1) The interruption of Covid-19 posed challenges to collecting as much data as we had hoped regarding collaboration. For future assessment, we will ensure that the End-of-Course (EoC) survey questions are attached to necessary courses.



2) Respondents scored question 4 of the survey regarding supporting documents supplied/required by the instructor the lowest among the survey questions. In order to improve the scaffolding of collaborative work, we can create a repository for documents that instructors use to scaffold group activities and make them available to all instructors in order to encourage the inclusion of these types of documents to support student success in collaborative learning projects.

3) Respondents scored question 3 of the survey regarding conflict resolution below our target. In order to improve this in the future, we will create content for the course directly related to conflict resolution that teachers may employ in order to help students see ways to solve those issues.

4) In addition to creating course content that directly ties to conflict resolution, the survey instrument will be updated to avoid any possible vague verbiage. Upon reviewing the responses to the survey, it is possible that students misperceived the answer choices, such that when choosing "not at all"—they may have meant that they had no conflict, rather than that they had unresolved conflicts. Often the "not at all" response to number 3 was accompanied by wholly affirmative answers to all other questions on the survey, which leads to the conclusion that the question may have been flawed. If deploying a similar survey in the future, we would avoid this problem by crafting more clearly delineated response options.

#### Substantiating Evidence:

#### 0

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Description of Indirect Measure: Survey Instrument and results in graph form

**Overall Reflection** 

No text specified

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