# **Program Mission Statement**

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

Embry-Riddle Aeronautical University's general education program encourages effective learning and provides a coherent base for students to pursue their academic specializations. In specific support of the goals of general education,

candidates for bachelor degrees must complete course work or demonstrate competency in the following areas: English, Mathematics, Physical Sciences, and Social Sciences and Economics.

### **Program Alignment to University Mission**

Form: Alignment to University Mission

# **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 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.

Program Alignment to University Mission

# Program Alignment to University Mission

### Select all that apply.

### **Program Outcomes**

<sup>&</sup>lt;sup>1</sup>Preparing students for productive careers

<sup>&</sup>lt;sup>2</sup>Preparing students for leadership roles in service around the world

<sup>&</sup>lt;sup>3</sup>Technologically enriched environment

<sup>&</sup>lt;sup>4</sup>Emphasize learning through collaboration and teamwork

<sup>&</sup>lt;sup>5</sup>Concern for ethical and responsible behavior

<sup>&</sup>lt;sup>6</sup>Cultivate analytical abilities

<sup>&</sup>lt;sup>8</sup>Develop the professional skills needed for participation in a global community

<sup>&</sup>lt;sup>9</sup>Facilitating the highest standards of academic achievement

<sup>&</sup>lt;sup>10</sup>Facilitating knowledge discovery

<sup>&</sup>lt;sup>11</sup>Providing an interpersonal environment that supports the unique needs of each individual

### FL - Embry-Riddle General Education Competency Set (Copy 2)

### **General Education Competencies**

and non-technical information.

# Competency **Mapping** Critical Thinking (DB, PC, WW) **Embry-Riddle General Education** Competency Set: Critical Thinking The student will apply (DB, PC, WW) knowledge at the synthesis level to define and solve problems within professional and personal environments. **Embry-Riddle General Education** Quantitative Reasoning (DB, Competency Set: Quantitative PC, WW) Reasoning (DB, PC, WW) The student will demonstrate the use of digitally-enabled technology (including concepts, techniques and tools of computing), mathematics proficiency & analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems. **Embry-Riddle General Education** Information Literacy (DB, PC, **Competency Set:** Information WW) Literacy (DB, PC, WW) The student will conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing. **Embry-Riddle General Education** Communication (DB, PC, WW) **Competency Set:** Communication The student will communicate (DB, PC, WW) concepts in written, digital and oral forms to present technical

Scientific Literacy (DB, PC, WW)

The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.

Embry-Riddle General Education Competency Set: Scientific Literacy (DB, PC, WW)

Cultural Literacy (DB, PC, WW)

The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.

Embry-Riddle General Education Competency Set: Cultural Literacy (DB, PC, WW)

Lifelong Personal Growth (WW Only)

The student will be able to demonstrate the skills needed to enrich the quality of life through activities which enhance and promote lifetime learning.

Embry-Riddle General Education Competency Set: Lifelong Personal Growth (WW Only)

#### **General Education Outcome Set**

#### **Outcome**

Outcome	Mapping
WW_BSGE_PO_01 Mathematical Reasoning:  Apply knowledge of college level mathematics to defining and solving problems.	Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW), Quantitative Reasoning (DB, PC, WW)
WW_BSGE_PO_02 Quantitative Analysis: Apply statistical methods in	Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW), Information Literacy

the analysis and interpretation of data for the purpose of drawing valid conclusions relating to the solutions of problems. (DB, PC, WW), Quantitative Reasoning (DB, PC, WW)

WW\_BSGE\_PO\_03
Written Communication:

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

Embry-Riddle General Education Competency Set: Communication (DB, PC, WW), Information Literacy (DB, PC, WW)

WW\_BSGE\_PO\_04
Oral and Visual
Communication:

Communicate ideas in nonwritten form, such as through oral presentations or visual media. Embry-Riddle General Education Competency Set: Communication (DB, PC, WW), Information Literacy (DB, PC, WW)

WW\_BSGE\_PO\_05 Ethical and Social Responsibility:

Recognize the importance of professional, ethical and social responsibility.

Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW), Cultural Literacy (DB, PC, WW), Scientific Literacy (DB, PC, WW)

WW\_BSGE\_PO\_06
Environmental Awareness:

Understand the natural world, to include the impact of the environment on aerospace operations and aerospace operations on the environment, as well as everyday life and professional experiences.

Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW), Cultural Literacy (DB, PC, WW), Scientific Literacy (DB, PC, WW)

WW\_BSGE\_PO\_07

Embry-Riddle General Education Competency Set: Communication

## Technological Literacy:

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

(DB, PC, WW), Critical Thinking (DB, PC, WW), Information Literacy (DB, PC, WW), Quantitative Reasoning (DB, PC, WW), Scientific Literacy (DB, PC, WW)

# WW\_BSGE\_PO\_08 Scientific Reasoning:

Use scientific information in critical thinking and decision-making processes.

Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW), Quantitative Reasoning (DB, PC, WW), Scientific Literacy (DB, PC, WW)

# WW\_BSGE\_PO\_09 Teamwork:

Function on multi-cultural and/or multi-disciplinary teams.

Embry-Riddle General Education Competency Set: Communication (DB, PC, WW), Cultural Literacy (DB, PC, WW), Lifelong Personal Growth (WW Only)

# WW\_BSGE\_PO\_10 Economic Reasoning:

Apply economic principles to identify, formulate, and solve problems within professional and personal environments.

Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW), Information Literacy (DB, PC, WW), Quantitative Reasoning (DB, PC, WW)

# WW\_BSGE\_PO\_11 Professional Engagement:

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

Embry-Riddle General Education Competency Set: Communication (DB, PC, WW), Cultural Literacy (DB, PC, WW), Lifelong Personal Growth (WW Only)

# WW\_BSGE\_PO\_12 Social Awareness:

**Embry-Riddle General Education Competency Set:** Critical Thinking
(DB, PC, WW), Cultural Literacy (DB, PC, WW), Information Literacy (DB,

Understand contemporary issues in society.

PC, WW), Lifelong Personal Growth (WW Only)

WW\_BSGE\_PO\_13
Multicultural Competence:

Recognize the complexity and diversity of the human experience, including cultural, aesthetic, psychological, philosophical, and spiritual dimensions.

Embry-Riddle General Education Competency Set: Cultural Literacy (DB, PC, WW), Lifelong Personal Growth (WW Only)

WW\_BSGE\_PO\_14 Information Literacy:

Conduct and report research in accordance with professional standards.

Embry-Riddle General Education Competency Set: Communication (DB, PC, WW), Critical Thinking (DB, PC, WW), Information Literacy (DB, PC, WW), Quantitative Reasoning (DB, PC, WW)

# **Curriculum Map**

# Mapping Matrixs @

College of Arts & Sciences Curriculum Map<sup>®</sup>

Alignment Set: General Education Outcome Set

Created: 09/30/2013 10:00:17 am EDT

Last Modified: 10/29/2013 5:04:22 pm EDT

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College of	Arts &	Sciences	Curriculun
Courses and Activ	ties Mapper	to General Educ	ation Outcome Set

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#### **Assessment Schedule**

## Mapping Matrixs @

Assessment Schedule Mapped to Competencies

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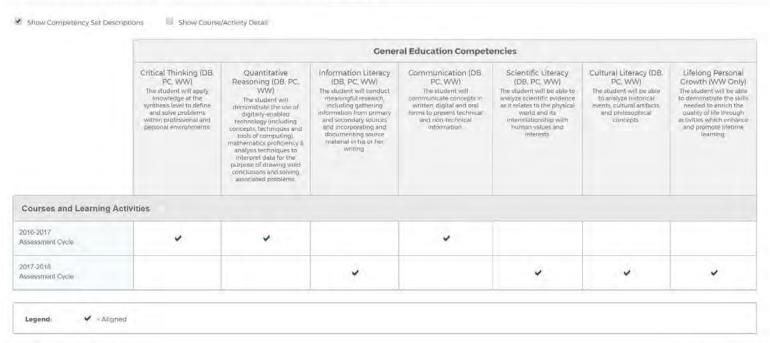
Alignment Set: FL - Embry-Riddle General Education Competency Set (Copy 2)

Created: 10/11/2016 3:58:50 pm EDT

Last Modified: 10/11/2016 4:00:08 pm EDT

#### Assessment Schedule Mapped to Competencies

Courses and Activities Mapped to FL - Embry-Riddle General Education Competency Set (Copy 2)



Last Modified: 10/11/2016 04:00:08 PM

created 5 taskstream

# Gen Ed Assessment Schedule

Alignment Set: General Education Outcome Set

Created: 09/30/2013 10:53:43 am EDT

Last Modified: 10/11/2016 3:57:38 pm EDT

# Gen Ed Assessment Schedule Courses and Activities Mapped to General Education Outcome Set Outcome WW\_BSCE\_PO\_01 WW\_BSCE\_PO\_02 WW\_BSCE\_PO\_03 WW\_BSCE\_PO\_04 WW\_BSCE\_PO\_05 WW\_BSCE\_PO\_06 Methernatical Quantitative Analysis Wintern Communication: Communication: Responsibility. Apply standard Social Environmental Awareness WW\_BSGE\_PO\_07 WW\_BSGE\_PO\_08 WW\_BSCE\_PO\_09 WW\_BSGE\_PO\_10 Economic Reusoning Courses and Learning Activities 2013-14 2014-15 ASSESSMENT CYCLE 2015-16 ASSESSMENT CYCLE Assessment Cycle Legend: ✓ = Aligned. Last Modified: 10/11/2016 03:57:38 PM created taskstream

**Additional Information (Optional)** 

#### **Contact Information**

Form: Contact Information

# Please fill out the form with the information of the person responsible for the assessment plan.

Contact Name	
First	Last
Debra	Bourdeau
<b>□</b> Email	
taylo13f@erau.edu	
<b>■</b> Phone Number	
678-613-4261	
Assessment Plan	
Measures	

# FL - Embry-Riddle General Education Competency Set (Copy

**General Education Competencies** 

Outcome: Critical Thinking (DB, PC, WW)

The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.

Measure: HUMN 142

2)

▼Course level; Indirect - Survey

Details/Description: A question will be added to the end-of-term student survey

for HUMN 142:

"This course has improved my ability to construct a critical

argument about literary readings."

Criterion for Success: At least 70% of respondents will answer "agree" or "strongly

agree" to the end-of-term student survey question.

Timeframe of Data Collection: October 2016 and January 2017 terms

Key/Responsible Personnel: Kara Parks Fontenot, course monitor/developer

Measure: HUMN 142 -- Essay 3

\*Course level; Direct - Student Artifact

Details/Description: Essay: The objective of this assignment is for students to

construct a critical argument about literary readings assigned from the course textbook. The assignments requires reading,

synthesis, analysis and the construction of a written

argument.

Measure: Student Performance Content Goal

Course level; Direct - Paper

Criterion for Success: Overall goal of an average course grade of 80% or higher on

this essay assignment.

Timeframe of Data Collection: January 2017 - March 2017

Key/Responsible Personnel: Kara Parks Fontenot, course monitor/developer

**Outcome: Quantitative Reasoning (DB, PC, WW)** 

The student will demonstrate the use of digitally-enabled technology (including concepts, techniques and tools of computing), mathematics proficiency & analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems.

Measure: Quantitative Analysis: ECON 211

\*Course level: Direct - Other

Details/Description: Aplia problem sets require students to use digitally-enabled

technology that includes math proficiency & analysis to

interpret data to solve problems. All Econ 211 courses require

Aplia problem sets throughout the Econ 211 terms.

Therefore, the population of assessment is every Econ 211 offered in AY 2016-2017. For data and timing availability, every ECON 211 course offered from July 2016 through January 2017 (term ends in March 2017) will be used for

assessment.

Criterion for Success: 70% of the students will perform with an average score of

the 19 problems sets with 70% or above.

Timeframe of Data Collection: July 2016 courses through March 2017

Key/Responsible Personnel: Kelly Whealan George

**Measure:** Quantitative Analysis: MATH 211 \*Course level; Indirect - Survey

Details/Description: Quantitative analysis is a program outcome for general

education at the ERAU Worldwide Campus. It is critical that MATH 211 students can "apply statistical methods in the analysis and interpretation of data for the purpose of drawing

valid conclusions relating to the solutions of problems."

Criterion for Success: 70% of online student respondents agree or strongly agree

with the statement "The textbook and/or assigned readings

were relevant and supported the learning objectives,"

question 18 on the End of Course Evaluation.

Timeframe of Data Collection: January 2017 term (January 9 – March 12, 2017)

Key/Responsible Personnel: Primary – Bobby McMasters

Outcome: Communication (DB, PC, WW)

The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.

Measure: ENGL 106 -- Final Exam

\*Course level; Direct - Student Artifact

Details/Description: Students are enrolled in ENGL 106 based on placement exam

scores below 70. Goal of course is to enable students to achieve sufficient proficiency to be placed in ENGL 123

• Measure: Student Performance Content Goal

Course level; Direct – Exam

Criterion for Success: 100% of students taking the exam achieve a grade of at least

70

Timeframe of Data Collection: January 2017 - March 2017

Key/Responsible Personnel: Ann Marie Ade, course monitor/developer

Measure: ENGL 123

▼Course level; Indirect - Survey

Details/Description: A question will be added to the end-of-term student survey

for HUMN 142:

"This course has improved my ability to communicate ideas

in written form."

Criterion for Success: At least 70% of respondents will answer "agree" or "strongly

agree" to the end-of-term student survey question.

Timeframe of Data Collection: October 2016 and January 2017 terms

Key/Responsible Personnel: Ann Marie Ade, course monitor/developer

Outcome: Scientific Literacy (DB, PC, WW)

The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.

Measure: Scientific Literacy: WEAX 201 ▼Course level; Indirect - Survey Details/Description: Scientific literacy is a general education competency at ERAU.

Scientific literacy is defined by the National Science Education Standards as the understanding of scientific concepts and processes required for personal decision making. It is critical that WEAX 201 students analyze scientific evidence as it relates to the physical world and its interrelationship with

human values and interests.

Criterion for Success: 70% of online student respondents agree or strongly agree

with the two additional guestions added to the student End of

Course evaluation.

1. Learning meteorology has improved my critical thinking

kills.

2. This improvement will be helpful to me in my everyday

life.

Timeframe of Data Collection: January 2017 term (January 9 – March 12, 2017)

Key/Responsible Personnel: Primary: John Bradham

Alternate: Emily Faulconer

## Additional/Ad-hoc Program Improvements (Optional)

#### **Attachments**