

Standing Requirements

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.

ERAU University Mission Statement

Our mission is to teach the science, practice and business of aviation and aerospace, preparing students for productive careers¹ and leadership roles in service around the world.²

Our technologically enriched, student-centered environment³ emphasizes learning through collaboration and teamwork,⁴ concern for ethical and responsible behavior,⁵ cultivation of analytical⁶ and management abilities,⁷ and a focus on the development of the professional skills needed for participation in a global community.⁸ 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 achievement⁹ and knowledge discovery,¹⁰ in an interpersonal environment that supports the unique needs of each individual.¹¹ 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

Select all that apply.

- ¹Preparing students for productive careers
- ²Preparing students for leadership roles in service around the world
- ³Technologically enriched environment
- ⁴Emphasize learning through collaboration and teamwork
- ⁵Concern for ethical and responsible behavior
- ⁶Cultivate analytical abilities
- ⁸Develop the professional skills needed for participation in a global community
- ⁹Facilitating the highest standards of academic achievement
- ¹⁰Facilitating knowledge discovery
- ¹¹Providing an interpersonal environment that supports the unique needs of each individual

Standing Requirements

Program Outcomes

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

General Education Competencies

Competency	Mapping
Critical Thinking (DB, PC, WW) The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.	Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW)
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.	Embry-Riddle General Education Competency Set: Quantitative Reasoning (DB, PC, WW)
Information 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 Competency Set: Information Literacy (DB, PC, WW)
Communication (DB, PC, WW)	Embry-Riddle General Education Competency Set:

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

Communication (DB, PC, WW)

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)

Collaborative Learning (DB, PC, WW)
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

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WW_General Education program**WW_Gen Ed Curriculum Map**

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

	General Education Competencies						
	Critical Thinking (DB, PC, WW) The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.	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.	Information 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.	Communication (DB, PC, WW) The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.	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.	Cultural Literacy (DB, PC, WW) The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.	Collaborative Learning (DB, PC, WW) 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							
ENGL 123 English Composition	I		I	I			
ENGL 143 Studies in Rhetorical Theory	I		I	I			
SPCH 219 Speech	I		I	I			I
ENGL 221 Technical Report Writing				I			I
ENGL 222 Business Communication	I		I	I			I
ENGL 223 Collaborative Writing and Presenting	I			I			P
ENGL 355 Creative Writing	I			I			
HUMN 142 Studies in Literature	I		I	I		I	
HUMN 210 World Culture	I		I	I		P	
HUMN 213 Introduction to Islamic Studies	I		I	I		P	
HUMN 220 Asian Studies	I		I	I		P	
HUMN 240 History of Communication Technologies	I		P	I		I	
HUMN 241 Introduction to Digital Humanities	I		I	I			
HUMN 300 World Literature	P		I	P			
HUMN 310 American Literature	P		I	P			
HUMN 330 Values and Ethics	P		P	P			5

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HUMN 333 How Fiction, Film and Popular Culture Rep Science and Math	P		I	P	I	P	P
HUMN 400 Science and Aviation/Aerospace Tech in Society	P		P	P	P		
ECON 210 Microeconomics	I	I	I	I			
ECON 211 Macroeconomics	I	I	I	I			
HIST 130 History of Aviation in America	I		I	I	I		
PSYC 220 Introduction to Psychology	I		I	I	I		
SOCI 210 Introduction to Sociology	I		I	P	I		
ECON 312 Money and Banking	P		P	P		P	
ECON 315 Managerial Economics	P	P	P	P		P	
ECON 411 International Economics	P	P	P	P		P	
ECON 420 Economics of Air Transportation	P	P	P	P		P	
GOVT 320 American National Government	P		P	P		I	
GOVT 325 International Studies	P		P	P		P	
GOVT 331 Current Issues in America	P		P	P		P	
GOVT 363 Inter-American Relations	P		P	P		M	
GOVT 340 U.S. Foreign Policy	P		P	P		P	
GOVT 401 American Constitutional Law	P		P	P		M	
GOVT 402 Globalization and World Politics	P		P	P		M	
HIST 302 Evolution of Scientific Thought	P		P	P	P	P	

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PSYC 320 Aviation Psychology	P		P	P	P		
PSYC 326 Group and Team Behavior	P		P	P			P
PSYC 340 Industrial/Org Psychology	P		P	P			
PSYC 350 Social Psychology	P		P	P			
PSYC 400 Introduction to Cognitive Science	P		P	P	P	P	
SOCI 300 Marriage and Family	P		P	P		P	
SOCI 310 Personality Development	P		P	P			
CSCI 109 Introduction to Computers and Applications	I	I	I	I		I	
CSCI 123 Introduction to Computing for Data Analysis	I	I		I	I		
ENGR 115 Introduction to Computing for Engineers	P	I	P	P			P
MATH 111 Pre-Calculus for Aviation	I	I					
MATH 112 Applied Calculus for Aviation	P	P					
MATH 140 College Algebra	I	I					
MATH 142 Trigonometry	I	I					
MATH 143 Precalculus Essentials	I	I					
MATH 201 Learning to Reason I	I	I	I	I			
MATH 202 Learning to Reason II	I	I	I	I			
MATH 241 Calculus and Analytical Geometry I	P	P					
STAT 211 Statistics with Aviation Applications	I	I	I	I	I		I

General Education Competencies							
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STAT 222 Business Statistics	I	I	I	I	I		
RSCH 202 Introduction to Research Methods	P	P	I	I	I		
BIOL 120 Foundations of Biology	I		I	I	I		
CHEM 139 General Chemistry	I	I	I	I	I		
CHEM 141 General Chemistry I Laboratory	I	I		I	I		
PHYS 102 Explorations in Physics	I	I		I	I		
PHYS 123 Science of Flight	I		I	I	I		I
PHYS 142 Introduction to Environmental Science	I		I	I	I		I
PHYS 150 Physics I for Engineers	I	I			I		
PHYS 160 Physics II for Engineers	I	I			I		
WEAX 201 Meteorology	I	I		I	I		

Legend : **I** Introduced **P** Practiced **M** Mastered **X** Aligned

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WW_General Education program**WW_Gen Ed Assessment Schedule**

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

	General Education Competencies						
	Critical Thinking (DB, PC, WW) The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.	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.	Information 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.	Communication (DB, PC, WW) The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.	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.	Cultural Literacy (DB, PC, WW) The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.	Collaborative Learning (DB, PC, WW) 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							
2016-2017 Assessment Cycle	✓	✓		✓			
2017-2018 Assessment Cycle			✓		✓	✓	
2018-2019 Assessment Cycle	✓	✓		✓			
2019-2020 Assessment Cycle			✓		✓	✓	✓
2020-2021 Assessment Cycle	✓	✓		✓			
2021-2022 Assessment Cycle			✓		✓	✓	✓
2022-2023 Assessment Cycle	✓	✓		✓			
Legend : ✓ = Aligned							

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2018-2019 Assessment Cycle

Assessment Plan

Measures

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

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:** CSCI 109 Introduction to Computers & Applications *Course level Direct - Exam*

Details/Description:	"Critical Thinking" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that CSCI 109 students, completing a newly updated "Introduction to Computers & Applications" course, "be able to apply knowledge at the synthesis level to define and solve problems within professional and personal environments."
Criterion for Success:	70% of online students will score 70% or higher on the Final Exam.
Timeframe of Data Collection:	January 2019 term.
Key/Responsible Personnel:	Primary - Bobby L. McMasters

▼ **Measure:** CSCI 109 Introduction to Computers & Applications *Course level Indirect - Survey*

Details/Description:	"Critical Thinking" is a program outcome for
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	general education at the Embry-Riddle Worldwide Campus. It is critical that CSCI 109 students, completing a newly updated "Introduction to Computers & Applications" course, "be able to apply knowledge at the synthesis level to define and solve problems within professional and personal environments."
Criterion for Success:	70% of student respondents agree or disagree with the standard competency-based End of Course Evaluation statement: "This course has improved my critical thinking skills."
Timeframe of Data Collection:	January 2019 term.
Key/Responsible Personnel:	Primary - Bobby L. McMasters

▼ **Measure:** ENGL 123 English Composition
Course level Direct - Student Artifact

Details/Description:	ENGL123 was redesigned for the 2017-2018 academic year to improve learning outcome scaffolding across modules, and streamline the workload for students. The "Problem/Solution" Essay is a new addition to the course. The objective of this assignment is for students to articulate a problem, compose a research-driven expose of that problem, and to articulate well-rationalized and rhetorically appropriate solutions to the problem. These skills demonstrate the cornerstones of critical thinking that students need to meaningfully participate in their private and public lives.
Criterion for Success:	Overall goal of 80% of students achieving a score of 70% or higher on this essay assignment.
Timeframe of Data Collection:	October 2018 and January 2019 terms
Key/Responsible Personnel:	Zachary Dixon, dixonz@erau.edu

▼ **Measure:** ENGL 123 English Composition
Course level Indirect - Survey

Details/Description:	The EOC survey questions are standardized to reflect the competency being assessed: "This course has improved my critical thinking skills."
Criterion for Success:	80% of respondents will answer agree or strongly agree.
Timeframe of Data Collection:	October 2018 and January 2019 terms
Key/Responsible Personnel:	Zachary Dixon, dixonz@erau.edu

▼ **Measure:** GOVT 331: Paper
Course level Direct - Student Artifact

Details/Description:	<p>Address this question/topic in your paper,</p> <ul style="list-style-type: none">• Assume you are a staffer in the current administration. Write a position paper on the U.S. policy on Nuclear Proliferation. You need to review the history of U.S. policy towards Iran and North Korea and give a policy recommendation to the White House administration. <p>Purpose:</p> <p>The purpose of this assignment is to help you practice skills that are essential to success in this course and your professional life after graduation. You will assemble the basic understanding of the Nuclear Technology with regard to the functions of government that you will learn through Modules 8 and 9. You will build skills in seeking out relevant and quality data, combine and analyze the information you gather, then formulate a coherent position based on researched evidence. This assignment also requires you to clearly communicate in a written format and general education skills: critical thinking, communication, and information literacy.</p>
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	Assessment measure - Critical Argument Structure (rubric from ENGL 123)
Criterion for Success:	At last 80% of the students earn scores of 75% or better.
Timeframe of Data Collection:	October 2018 January 2019
Key/Responsible Personnel:	Kelly George

▼ **Measure:** GOVT 331: Student Survey
Course level Indirect - Survey

Details/Description:	The following statement will be added to End of Course surveys for student response: This course has improved my critical thinking skills.
Criterion for Success:	75% of respondents will answer AGREE or STRONGLY AGREE
Timeframe of Data Collection:	October 2018 January 2019
Key/Responsible Personnel:	Kelly George

▼ **Measure:** HIST 130: Paper
Course level Direct - Student Artifact

Details/Description:	Please respond to the following prompt: Many people are pondering the various uses of aerospace vehicles that are not piloted by a person in the vehicle. "Drones," "RPVs," "UAVs," etc. What is your opinion of the future of these types of vehicles, both in commercial and military use? As with the discussion activity for this module, try to give an answer in this essay that fits into the historical flow of the development of U.S. aviation and aerospace industry.
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Essay Requirements

Write a short, formal academic essay (about 750 words; 12 pt, double-spaced; unless quoting, third person, no contractions, no prepositions ending sentences. There should be in-text citations in APA format.). You should consult at least three references outside of the text for this activity.

Criterion for Success:

At least 80% of the students earn scores of 75% or better.

Timeframe of Data
Collection:

October 2018

Key/Responsible
Personnel:

Donna Roberts

▼ **Measure:** HIST 130: Survey *Course level Indirect - Survey*

Details/Description:

The following statement will be added to End of Course surveys for student response:

This course has improved my critical thinking skills.

Criterion for Success:

75% of respondents will answer AGREE or STRONGLY AGREE

Timeframe of Data
Collection:

October 2018

Key/Responsible
Personnel:

Donna Roberts

▼ **Measure:** STAT 211 Statistics with Aviation Applications *Course level Direct - Exam*

Details/Description:

"Critical Thinking" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 211 students, completing a newly updated "Statistics with Aviation Applications" course, "be able to apply knowledge at the synthesis level to define and solve

	problems within professional and personal environments."
Criterion for Success:	70% of online students will score 70% or higher on the Final Exam.
Timeframe of Data Collection:	January 2019 term.
Key/Responsible Personnel:	Primary - Bobby L. McMasters

▼ **Measure:** STAT 211 Statistics with Aviation Applications
Course level Indirect - Survey

Details/Description:	"Critical Thinking" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 211 students, completing a newly updated "Statistics with Aviation Applications" course, "be able to apply knowledge at the synthesis level to define and solve problems within professional and personal environments."
Criterion for Success:	70% of student respondents agree or disagree with the standard competency-based End of Course Evaluation statement: "This course has improved my critical thinking skills."
Timeframe of Data Collection:	January 2019 term.
Key/Responsible Personnel:	Primary - Bobby L. McMasters

▼ **Measure:** STAT 222 Business Statistics
Course level Indirect - Survey

Details/Description:	"Critical Thinking" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 222 students, completing a newly updated "Business Statistics" course, "be able to apply knowledge at the synthesis
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Criterion for Success:	level to define and solve problems within professional and personal environments." 70% of student respondents agree or disagree with the standard competency-based End of Course Evaluation statement: "This course has improved my critical thinking skills."
Timeframe of Data Collection:	January 2019 term.
Key/Responsible Personnel:	Primary - Bobby L. McMasters

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:** CSCI 109 Introduction to Computers & Applications *Course level Direct - Exam*

Details/Description:	"Quantitative Reasoning" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that CSCI 109 students, completing a newly updated "Introduction to Computers & Applications" course, "be able to demonstrate the use of digitally enabled technology (including concepts, techniques, and tools of computing), mathematics proficiency and analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems."
Criterion for Success:	70% of online students will score 70% or higher on the Final Exam.
Timeframe of Data Collection:	January 2019 term.
Key/Responsible Personnel:	Primary - Bobby L. McMasters

▼ **Measure:** CSCI 109 Introduction to Computers & Applications
Course level Indirect - Survey

Details/Description:	"Quantitative Reasoning" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that CSCI 109 students, completing a newly updated "Introduction to Computers & Applications" course, "be able to demonstrate the use of digitally enabled technology (including concepts, techniques, and tools of computing), mathematics proficiency and analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems."
Criterion for Success:	70% of student respondents agree or disagree with the standard competency-based End of Course Evaluation statement: "This course has improved my ability to interpret data for the purpose of drawing valid conclusions and solving associated problems."
Timeframe of Data Collection:	January 2019 term.
Key/Responsible Personnel:	Primary - Bobby L. McMasters

▼ **Measure:** RSCH 202 Paper
Course level Direct - Student Artifact

Details/Description:	Data Analysis Report - In a short paper students describe in detail the data analysis techniques, including statistical tests, that would be appropriate to apply to their proposed study and justify why they are appropriate. Specifically, they are direct to include the following:
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- State your variables and hypotheses.
- Describe in detail what data analysis techniques would be appropriate to apply to your proposed study and justify why they are appropriate.
- Be specific and include the appropriate statistical tests. Explain why these are appropriate for your study.

Criterion for Success:

At least 80% of the students earn scores of 75% or better.

Timeframe of Data

October 2018

Collection:

Key/Responsible

Donna Roberts

Personnel:

▼ **Measure:** RSCH 202: Student Survey
Course level Indirect - Survey

Details/Description:

The following statement will be added to End of Course surveys for student response:

This course has improved my ability to interpret data for the purpose of drawing valid conclusions and solving associated problems.

Criterion for Success:

75% of respondents will answer AGREE or STRONGLY AGREE

Timeframe of Data

October 2018

Collection:

Key/Responsible

Donna Roberts

Personnel:

▼ **Measure:** STAT 211 Statistics with Aviation Applications
Course level Direct - Exam

Details/Description:

"Quantitative Reasoning" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 211 students, completing a newly updated "Statistics with

	Aviation Applications" course, "be able to demonstrate the use of digitally enabled technology (including concepts, techniques, and tools of computing), mathematics proficiency and analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems."
Criterion for Success:	70% of online students will score 70% or higher on the Final Exam.
Timeframe of Data Collection:	January 2019 term.
Key/Responsible Personnel:	Primary - Bobby L. McMasters

▼ **Measure:** STAT 211 Statistics with Aviation Applications
Course level Indirect - Survey

Details/Description:	"Quantitative Reasoning" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 211 students, completing a newly updated "Statistics with Aviation Applications" course, "be able to demonstrate the use of digitally enabled technology (including concepts, techniques, and tools of computing), mathematics proficiency and analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems."
Criterion for Success:	70% of student respondents agree or disagree with the standard competency-based End of Course Evaluation statement: "This course has improved my ability to interpret data for the purpose of drawing valid conclusions and solving associated problems."
Timeframe of Data Collection:	January 2019 term.
Key/Responsible Personnel:	Primary - Bobby L. McMasters

▼ **Measure:** STAT 222 Business Statistics
Course level Indirect - Survey

Details/Description:	"Quantitative Reasoning" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 222 students, completing a newly updated "Business Statistics" course, "be able to demonstrate the use of digitally enabled technology (including concepts, techniques, and tools of computing), mathematics proficiency and analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems."
Criterion for Success:	70% of student respondents agree or disagree with the standard competency-based End of Course Evaluation statement: "This course has improved my ability to interpret data for the purpose of drawing valid conclusions and solving associated problems."
Timeframe of Data Collection:	January 2019 term.
Key/Responsible Personnel:	Primary - Bobby L. 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:** CSCI 109 Introduction to Computers & Applications
Course level Direct - Exam

Details/Description:	"Communication" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that CSCI 109 students, completing a newly updated "Introduction to Computers &
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Criterion for Success:	Applications" course, "be able to communicate concepts in written, digital, and oral forms to present technical and non-technical information."
Timeframe of Data Collection:	70% of online students will score 70% or higher on the Final Exam.
Key/Responsible Personnel:	January 2019 term.
	Primary - Bobby L. McMasters

▼ **Measure:** CSCI 109 Introduction to Computers & Applications
Course level Indirect - Survey

Details/Description:	"Communication" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that CSCI 109 students, completing a newly updated "Introduction to Computers & Applications" course, "be able to communicate concepts in written, digital, and oral forms to present technical and non-technical information."
Criterion for Success:	70% of student respondents agree or strongly agree with the standardized Communication competency End of Course Evaluation question: "This course has improved my ability to communicate concepts in written, digital and/or oral forms."
Timeframe of Data Collection:	January 2019 term.
Key/Responsible Personnel:	Primary - Bobby L. McMasters

▼ **Measure:** ENGL 222 Business Communication
Course level Direct - Student Artifact

Details/Description:	Professional Brand Presentation assignment: The objective of this multi-module assignment is for students to develop an original, coherent brand narrative that describes their professional persona in a 4-5 minute presentation with engaging content,
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	compelling visual-driven slides, and natural/authentic delivery. These represent vital skills students need to communicate professional messages in the competitive, multimodal workplaces they occupy.
Criterion for Success:	Overall goal of 80% of students achieving a score of 70% or higher on this presentation assignment.
Timeframe of Data Collection:	October 2018 and January 2019 terms
Key/Responsible Personnel:	Zachary Dixon, dixonz@erau.edu

▼ **Measure:** ENGL 222 Business Communication
Course level Indirect - Survey

Details/Description:	The EOC survey questions are standardized to reflect the competency being assessed: This course has improved my ability to communicate concepts in written, digital and/or oral forms.
Criterion for Success:	80% of respondents will answer agree or strongly agree.
Timeframe of Data Collection:	October 2018 and January 2019 terms
Key/Responsible Personnel:	Zachary Dixon, dixonz@erau.edu

▼ **Measure:** HUMN 330: Survey
Course level Indirect - Survey

Details/Description:	The following statement will be added to End of Course surveys for student response: This course has improved my ability to communicate concepts in written, digital, and oral forms.
Criterion for Success:	75% of respondents will answer AGREE or STRONGLY AGREE

Timeframe of Data Collection:	October 2018
Key/Responsible Personnel:	Donna Roberts

▼ **Measure:** HUMN 330: Topic of Choice Paper
Course level Direct - Student Artifact

Details/Description:	<p>Topic of Choice Research Paper</p> <p>The major project deliverable in this course is a research presentation. For this assignment, students research a controversial ethical issue and submit a detailed presentation that summarizes the issue in an attempt to inspire discussion.</p> <p>Students</p> <ul style="list-style-type: none">• Decide what their position is on the topic and prepare to explain why. Pick one or more ethical theories to justify their beliefs about the topic.• Conduct quality research on the topic and present that research• Create a 7 to 10-minute slide style presentation using PowerPoint® with accompanying audio.• Submit their presentations and complete a follow-up discussion about the topic with other students using discussion questions they generated
Criterion for Success:	At least 80% of the students earn scores of 75% or better.
Timeframe of Data Collection:	October 2018
Key/Responsible Personnel:	Donna Roberts

▼ **Measure:** STAT 211 Statistics with Aviation Applications
Course level Direct - Exam

Details/Description:	"Communication" is a program outcome for general
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	education at the Embry-Riddle Worldwide Campus. It is critical that STAT 211 students, completing a newly updated "Statistics with Aviation Applications" course, "be able to communicate concepts in written, digital, and oral forms to present technical and non-technical information."
Criterion for Success:	70% of online students will score 70% or higher on the Final Exam.
Timeframe of Data Collection:	January 2019 term.
Key/Responsible Personnel:	Primary - Bobby L. McMasters

▼ **Measure:** STAT 211 Statistics with Aviation Applications
Course level Indirect - Survey

Details/Description:	"Communication" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 211 students, completing a newly updated "Statistics with Aviation Applications" course, "be able to communicate concepts in written, digital, and oral forms to present technical and non-technical information."
Criterion for Success:	70% of student respondents agree or strongly agree with the standardized Communication competency End of Course Evaluation question: "This course has improved my ability to communicate concepts in written, digital and/or oral forms."
Timeframe of Data Collection:	January 2019 term.
Key/Responsible Personnel:	Primary - Bobby L. McMasters

▼ **Measure:** STAT 222 Business Statistics
Course level Indirect - Survey

Details/Description:	"Communication" is a program outcome for general education at the Embry-Riddle Worldwide Campus.
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Criterion for Success:

It is critical that STAT 222 students, completing a newly updated "Business Statistics" course, "be able to communicate concepts in written, digital, and oral forms to present technical and non-technical information."

Timeframe of Data
Collection:

70% of student respondents agree or strongly agree with the standardized Communication competency End of Course Evaluation question: "This course has improved my ability to communicate concepts in written, digital and/or oral forms."

Key/Responsible
Personnel:

January 2019 term.

Primary - Bobby L. McMasters

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