

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

Last Modified: 09/24/2020 01:12:58 PM

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

	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.
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	

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.
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							
	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.
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

Last Modified: 04/19/2021 01:31:10 PM

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							

Last Modified: 04/19/2021 01:28:49 PM

2019-2020 Assessment Cycle

Assessment Plan with Results and Proposed Improvements

Result per Measure

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

General Education Competencies

Outcome: 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.

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

Details/Description:	"Information Literacy" 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 conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing."
Criterion for Success:	70% of online students will score 70% or higher on the Final Exam.
Timeframe of Data Collection:	January 2020 term.
Key/Responsible Personnel:	Bobby L. McMasters

Results for CSCI 109: Introduction to Computers & Applications

Summary of Results:	Over 85% (86.84%) of CSCI 109 students scored 70% or higher on the Final Exam.
Results :	Attainment level: Criterion for Success (not

met/ met/ exceeded): Met


Sample Size/ Number of Students Assessed:

Sample consisted of 266 Online Students in the January 2020 term.

Completed or Proposed Improvements (Proposals require Improvement Action Plan):

Textbook/Canvas Course updates are scheduled for Summer 2020.

Substantiating Evidence:

 CSCI 109 Information Literacy Narrative (Adobe Acrobat Document)

CSCI 109 Information Literacy narrative.

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

Details/Description:

"Information Literacy" 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 conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing."

Criterion for Success:

70% of online students will score agree or strongly agree on the standardized general education competency question.


Timeframe of Data Collection:

January 2020 term.

Key/Responsible Personnel:


Bobby L. McMasters

Supporting Attachments:

 2019-2020 Ww Gen Ed EoC Req Form (Adobe Acrobat Document)

Results for CSCI 109: Introduction to Computers & Applications

Summary of Results:	Over 85% (85.16%) of Online Students Strongly Agree or Agree with the Information Literacy Outcome statement.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Met
Sample Size/ Number of Students Assessed:	Sample consisted of 182 Online Students in the January 2020 term.
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	Textbook/Canvas Course updates are scheduled for Summer 2020.
Substantiating Evidence:	

 CSCI 109 Information Literacy Narrative (Adobe Acrobat Document)

CSCI 109 Information Literacy narrative.

▼ **Measure:** HUMN142 Topics in Literature *Course level Indirect - Survey*

Details/Description:	The EOC survey questions are standardized to reflect the competency being assessed.
Criterion for Success:	80% of respondents will answer agree or strongly agree.
Timeframe of Data Collection:	October 2019 and January 2020 terms
Key/Responsible Personnel:	Debra Bourdeau

Supporting Attachments:

 EOC - PO03 Information Literacy Custom Question (Adobe Acrobat Document)

Results for HUMN142 Topics in Literature

Summary of Results: For the September 2019-April 2020 terms, 84.05% students answered "strongly agree" or "agree" to the information literacy prompt on the end-of-course evaluation. For the October term, this was slightly lower at 73.33%. Interestingly, 16.67% of students responded "neutral" in this term. For the January term EV courses, this number was 92.31%. For January 2020 online, 75% of students responded "strongly agree" or "agree" For this term, 25% of students responded "neutral."

Results : Attainment level: Criterion for Success (not met/ met/ exceeded): Not Met

Sample Size/ Number of Students Assessed: 282 of 422 students (66.82% responded.

Completed or Proposed Improvements (Proposals require Improvement Action Plan): A high level of neutral responses indicates a potential misunderstanding of the competency. It is recommended that this course become a focus of "information literacy" competency awareness efforts.

Substantiating Evidence:

 Information Literacy Results HUMN 142 (Adobe Acrobat Document)


▼ **Measure:** HUMN142: Topics in Literature *Course level Direct - Student Artifact*

Details/Description: Discussions: Collectively, the objective of these multi-module assignments is for students to develop and practice constructing evidence-based

	arguments. The Discussion posts test these fundamental information literacy skills by asking students to form claims about abstract concepts, cite appropriate evidence from source material, and conduct analyses that explain the relationship between the claim and evidence.
Criterion for Success:	Overall goal of 75% of students achieving a score of 80% or higher on this assignment.
Timeframe of Data Collection:	October 2019 and January 2020 terms
Key/Responsible Personnel:	Debra Bourdeau

Results for HUMN142: Topics in Literature

Summary of Results:	For combined terms and sections, the percentage of students scoring 80% or above follows: Module 1: 92% Module 2: 84% Module 3: 78% Module 4: 90% Module 5: 86% Module 6: 79% Module 7: 79% Module 8: 94% Module 9: 93%
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Met
Sample Size/ Number of Students Assessed:	104 students in 5 sections (2 sections in October 2019; 3 sections in January 2020)
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	none
Substantiating Evidence:	

 HUMN 142 Analysis of Submission Scores Discussion Boards (Adobe Acrobat Document)

▼ **Measure:** PHYS 142 Introduction to Environmental Science
Course level Direct - Exam

Details/Description:	The first Course Outcome is "Explain the scientific system and how it applies to the study of environmental science." Students who have a multidimensional mastery of scientific literacy have developed perspectives of science that include the nature of science, where scientists gather evidence to provide explanations of the natural world while recognizing that scientific knowledge is tentative. Scientists are inherently skeptics. This applies to using prior knowledge to support assertions, which requires information literacy skills. Information literacy is the ability to find, evaluate, and use information effectively. In PHYS 142, students are tasked with working together to create a high-quality literature review on an environmental topic.
Criterion for Success:	70% of students will score greater than or equal to 20 of 25 available points for the "Draft Evaluation" criteria for their Workshop: Evaluation Resources.
Timeframe of Data Collection:	August 2019 term.
Key/Responsible Personnel:	Emily Faulconer


Results for PHYS 142 Introduction to Environmental Science

Summary of Results:	Summary: 73% of PHYS 142 students scored 20/25 or higher on "draft evaluation" for Workshop: Evaluating Resources
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	Sample consisted of 11 Online Students in the Aug 2020 term.

Completed or Proposed Improvements (Proposals require Improvement Action Plan):

None at this time

Substantiating Evidence:

 Information Literacy (Adobe Acrobat Document)

▼ **Measure:** PHYS 142 Introduction to Environmental Science
Course level Indirect - Survey

Details/Description:	The first Course Outcome is “Explain the scientific system and how it applies to the study of environmental science.” Students who have a multidimensional mastery of scientific literacy have developed perspectives of science that include the nature of science, where scientists gather evidence to provide explanations of the natural world while recognizing that scientific knowledge is tentative. Scientists are inherently skeptics. This applies to using prior knowledge to support assertions, which requires information literacy skills. Information literacy is the ability to find, evaluate, and use information effectively. In PHYS 142, students are tasked with working together to create a high-quality literature review on an environmental topic.
Criterion for Success:	70% of students will indicate “agree” or “strongly agree” on the standardized general education competency question on the student End of Course Evaluations.
Timeframe of Data Collection:	August 2019 term.
Key/Responsible Personnel:	Emily Faulconer
Supporting Attachments:	

Results for PHYS 142 Introduction to Environmental Science

Summary of Results:	86% of PHYS 142 students "agree" or "strongly agree" with standardized question for Gen Ed Competency 3.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	Sample consisted of 7 Online Students in the Aug 2020 term.
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	None at this time
Substantiating Evidence:	

Information Literacy Indirect data (Adobe Acrobat Document)

▼ **Measure:** RSCH 202 - Introduction to Research Methods
Course level Direct - Student Artifact

Details/Description:	<p>Annotated Bibliography</p> <p>This assignment has two parts: 1) The list of sources and 2) The annotation for each source.</p> <p>In your annotated bibliography, the annotation for each source should immediately follow the listing of the sources.</p> <p>1) The list of sources must contain the following:</p> <ul style="list-style-type: none">• The subject of your research, which you must state at the top of the page.• Ten sources of information about your subject, including:
----------------------	--


- o At least one book
 - o At least four articles from the Hunt Library databases
 - o At least two scholarly articles
- All sources must be correctly documented in current APA style. In addition, the entire references list must be correctly formatted in current APA style.
- 2) The annotation for each source has two parts:
- A short summary (1-3 sentences) of the information found in the source
 - An evaluation of the source's credibility, reliability, currency, possible bias, and usefulness with respect to your topic. Review the following example as well as the rubric associated with this assignment for more detailed grading information.

Criterion for Success:	70% of the students score 70% or higher
Timeframe of Data Collection:	October 2019
Key/Responsible Personnel:	Donna Roberts

Results for RSCH 202 - Introduction to Research Methods

Summary of Results:	For the combined sections in the October 2019 term, 89% of the students scored 70% or higher on the Annotated Bibliography assignment.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	270 students in 12 sections
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	none
Substantiating Evidence:	

RSCH 202 By Term Analysis of Submission Scores (Adobe Acrobat Document)

 RSCH 202 Sections Combined Analysis of Submission Scores (Adobe Acrobat Document)

▼ **Measure:** RSCH 202 - Introduction to Research Methods
Course level Indirect - Survey

Details/Description:	The following statement will be added to the End of Course evaluations for student response: This course has improved my ability to conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in my writing.
Criterion for Success:	70% of students will indicate “agree” or “strongly agree” on this question on the student End of Course Evaluations.
Timeframe of Data Collection:	October 2019
Key/Responsible Personnel:	Donna Roberts
Supporting Attachments:	

 2019-2020 Ww Gen Ed EoC Req Form (Adobe Acrobat Document)

Results for RSCH 202 - Introduction to Research Methods

Summary of Results:	For October 2019, results were as follows: EVCHybrid: Strongly agree: 46.51; Agree: 46.51 Online: Strongly agree: 55.19%; Agree: 32.79% Singapore: Strongly agree: 60%; Agree: 20%
Results :	Attainment level: Criterion for Success (not

	met/ met/ exceeded): Met
Sample Size/ Number of Students Assessed:	236 of 336 students responded to the question
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	none
Substantiating Evidence:	

 Information Literacy Results RSCH 202 (Adobe Acrobat Document)

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


Details/Description:	"Information Literacy" 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 Application" course, "be able to conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing."
Criterion for Success:	70% of online students will score 70% or higher on the Final Exam.
Timeframe of Data Collection:	January 2020 term.
Key/Responsible Personnel:	Bobby L. McMasters

Results for STAT 211: Statistics With Aviation Applications

Summary of Results:	Over 90% (90.51%) of STAT 211 Online Students scored 70% or higher on the Final Exam.
---------------------	---

Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	Sample consisted of 200 Online Students in the January 2020 term.
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	The Final Exam consists of test-bank questions from Pearson's (textbook publisher) MyStatLab. Exam test-bank questions will be updated/changed when the course is re-developed to support a new edition of the textbook (~January 2021).

Substantiating Evidence:

 STAT 211 Information Literacy Narrative (Adobe Acrobat Document)

STAT 211 Information Literacy narrative.


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

Details/Description:	"Information Literacy" 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 Application" course, "be able to conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing."
Criterion for Success:	70% of online students will score agree or strongly agree on the standardized general education competency question.
Timeframe of Data Collection:	January 2020 term.
Key/Responsible Personnel:	Bobby L. McMasters

Results for STAT 211: Statistics With Aviation Applications

Summary of Results:	Over 85% (85.62%) of Online Students Strongly Agree or Agree with the Information Literacy Outcome statement.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Met
Sample Size/ Number of Students Assessed:	Sample consisted of 153 Online Students in the January 2020 term.
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	The Final Exam consists of test-bank questions from Pearson's (textbook publisher) MyStatLab. Exam test-bank questions will be updated/changed when the course is re-developed to support a new edition of the textbook (~January 2021).

Substantiating Evidence:

 STAT 211 Information Literacy Narrative (Adobe Acrobat Document)

STAT 211 Information Literacy narrative.

▼ **Measure:** STAT 222: Business Statistics *Course level Direct - Exam*

Details/Description:	"Information Literacy" 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 conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing."
Criterion for Success:	70% of online students will score 70% or higher on the Final Exam.

Timeframe of Data Collection: January 2020 term.
Key/Responsible Personnel: Bobby L. McMasters

Results for STAT 222: Business Statistics


Summary of Results: Over 85% (88.46%) of STAT 222 students scored 70% or higher on the Final Exam.

Results : Attainment level: Criterion for Success (not met/ met/ exceeded): Met

Sample Size/ Number of Students Assessed: Sample consisted of 52 Online Students in the January 2020 term.

Completed or Proposed Improvements (Proposals require Improvement Action Plan): Textbook/Canvas Course updates are scheduled for Academic Year 2020 – 2021.

Substantiating Evidence:

 STAT 222 Information Literacy Narrative (Adobe Acrobat Document)

STAT 222 Information Literacy narrative.

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

Details/Description: "Information Literacy" 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 conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing."

Criterion for Success: 70% of online students will score agree or strongly

agree on the standardized general education competency question.

Timeframe of Data

January 2020 term.

Collection:

Key/Responsible

Bobby L. McMasters

Personnel:

Results for STAT 222: Business Statistics

Summary of Results:

One hundred percent (100%) of Online Students Strongly Agree or Agree with the Information Literacy Outcome statement.

Results :

Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded


Sample Size/ Number of Students Assessed:

Sample consisted of 33 Online Students in the January 2020 term.

Completed or Proposed Improvements (Proposals require Improvement Action Plan):

Textbook/Canvas Course updates are scheduled for Academic Year 2020 – 2021.

Substantiating Evidence:

 STAT 222 Information Literacy Narrative (Adobe Acrobat Document)

STAT 222 Information Literacy narrative.

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:** CSCI 109: Introduction to Computers & Applications


Course level Direct - Exam

Details/Description:	"Scientific Literacy" 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 analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests."
Criterion for Success:	70% of online students will score 70% or higher on the Final Exam.
Timeframe of Data Collection:	January 2020 term.
Key/Responsible Personnel:	Bobby L. McMasters

Results for CSCI 109: Introduction to Computers & Applications

Summary of Results:	Over 85% (86.84%) of CSCI 109 students scored 70% or higher on the Final Exam.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Met
Sample Size/ Number of Students Assessed:	Sample consisted of 266 Online Students in the January 2020 term.
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	Textbook/Canvas Course updates are scheduled for Summer 2020.

Substantiating Evidence:

 CSCI 109 Scientific Literacy Narrative (Adobe Acrobat Document)

CSCI 109 Scientific Literacy narrative.


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

Details/Description:	"Scientific Literacy" 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 analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests."
Criterion for Success:	70% of online students will score agree or strongly agree on the standardized general education competency question.
Timeframe of Data Collection:	January 2020 term.
Key/Responsible Personnel:	Bobby L. McMasters

Results for CSCI 109: Introduction to Computers & Applications

Summary of Results:	Over 75% (77.35%) of Online Students Strongly Agree or Agree with the Scientific Literacy Outcome statement.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Met
Sample Size/ Number of Students Assessed:	Sample consisted of 181 Online Students in the January 2020 term.
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	Textbook/Canvas Course updates are scheduled for Summer 2020.

Substantiating Evidence:


 CSCI 109 Scientific Literacy Narrative (Adobe Acrobat Document)

CSCI 109 Scientific Literacy narrative.

▼ **Measure:** ENGL221 Technical Report Writing
Course level Indirect - Survey

Details/Description:	The EOC survey questions are standardized to reflect the competency being assessed.
Criterion for Success:	80% of respondents will answer agree or strongly agree.
Timeframe of Data Collection:	October 2019 and January 2020 terms
Key/Responsible Personnel:	Debra Bourdeau

Supporting Attachments:

 EOC - PO05 Scientific Literacy Custom Question (Adobe Acrobat Document)

Results for ENGL221 Technical Report Writing

Summary of Results:	Results for October 2019: EVFacHome: Strongly Agree: 55%; Agree 20% (Total 75%). NOTE: 25% of students responded Neutral. EV Online: Strongly Agree: 43.64%; Agree: 29.09% Singapore: 100% Strongly Agree January 2020: 40.85% Strongly agree 38.03% Agree
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Not Met
Sample Size/ Number of Students Assessed:	In January 2020: 71 of 107 students responded. In October 2019: 80 of 112 students responded
Completed or Proposed Improvements (Proposals require Improvement	Because of the large number of "neutral" responses, students may be having issues making a connection between the

Action Plan): competency and the assignments in the course. Include this course in a competency awareness campaign for Scientific Literacy.

Substantiating Evidence:

 Scientific Literacy Results ENGL 221 (Adobe Acrobat Document)

▼ **Measure:** ENGL221: Technical Report Writing
Course level Direct - Student Artifact

Details/Description:	Technical Report assignment: The objective of this multi-module assignment is for students to develop a research-based technical report in which they evaluate the appropriateness of a tool or technology for purchase and use in a hypothetical organization of their choosing. This assignment tests vital scientific literacy skills practiced in the development of a realistic, informal technical report that concludes with a research-driven recommendation.
Criterion for Success:	Overall goal of 75% of students achieving a score of 80% or higher on this assignment.
Timeframe of Data Collection:	October 2019 and January 2020 terms
Key/Responsible Personnel:	Debra Bourdeau

Results for ENGL221: Technical Report Writing

Summary of Results:	Over 11 sections (6 sections in October 2019 and 5 sections in January 2020), 85% of students scored 80% or above on the Technical Report Final Submission (see attached)
Results :	Attainment level: Criterion for Success (not

met/ met/ exceeded): Met


Sample Size/ Number of
Students Assessed:

196

Completed or Proposed
Improvements (Proposals
require Improvement
Action Plan):

none

Substantiating Evidence:

 ENGL 221 Analysis of Submission Scores: Technical Report Final
Submission (Adobe Acrobat Document)

▼ **Measure:** PHYS 142 Introduction to Environmental Science
Course level Direct - Exam

Details/Description:

The first Course Outcome is “Explain the scientific system and how it applies to the study of environmental science.” In PHYS 142, all assessments are relevant to scientific literacy. The first module of the course, titled “The Nature of Environmental Science” covers the Nature of Science, How to Think Like a Scientist, Interconnectedness, and Environmental Worldviews.

Criterion for Success:

80% of students will score greater than or equal to 80% on the Module 1 Concept Check (a summative assessment).

Timeframe of Data
Collection:

August 2019 term.

Key/Responsible
Personnel:

Emily Faulconer

Results for PHYS 142 Introduction to Environmental Science

Summary of Results:

73% of PHYS 142 students scored 80% or

Results :	higher on the Module 1 concept check
Sample Size/ Number of Students Assessed:	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	Sample consisted of 11 Online Students in the Aug 2020 term.
Substantiating Evidence:	None at this time


 Scientific Literacy Assessment Data (Adobe Acrobat Document)

▼ **Measure:** PHYS 142 Introduction to Environmental Science
Course level Indirect - Survey

Details/Description:	The first Course Outcome is “Explain the scientific system and how it applies to the study of environmental science.” In PHYS 142, all assessments are relevant to scientific literacy. The first module of the course, titled “The Nature of Environmental Science” covers the Nature of Science, How to Think Like a Scientist, Interconnectedness, and Environmental Worldviews.
Criterion for Success:	70% of students will indicate “agree” or “strongly agree” on the standardized general education competency question on the student End of Course Evaluations.
Timeframe of Data Collection:	August 2019 term.
Key/Responsible Personnel:	Emily Faulconer

Results for PHYS 142 Introduction to Environmental Science

Summary of Results:	86% of PHYS 142 students "agree" or "strongly agree" with standardized question for Gen Ed Competency 5.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	Sample consisted of 7 Online Students in the Aug 2020 term.
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	None at this time
Substantiating Evidence:	

 Scientific Literacy Indirect Assessment Data (Adobe Acrobat Document)


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

Details/Description:	"Scientific Literacy" 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 Application" course, "be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests."
Criterion for Success:	70% of online students will score 70% or higher on the Final Exam.
Timeframe of Data Collection:	January 2020 term.
Key/Responsible Personnel:	Bobby L. McMasters

Results for STAT 211: Statistics With Aviation Applications

Summary of Results:	Over 90% (90.51%) of STAT 211 students scored 70% or higher on the Final Exam.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	Sample consisted of 200 Online Students in the January 2020 term.
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	The Final Exam consists of test-bank questions from Pearson's (textbook publisher) MyStatLab. Exam test-bank questions will be updated/changed when the course is re-developed to support a new edition of the textbook (~January 2021).

Substantiating Evidence:

 STAT 211 Scientific Literacy Narrative (Adobe Acrobat Document)

STAT 211 Scientific Literacy narrative.

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

Details/Description:	"Scientific Literacy" 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 Application" course, "be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests."
Criterion for Success:	70% of online students will score agree or strongly agree on the standardized general education competency question.

Timeframe of Data Collection:
January 2020 term.
Key/Responsible Personnel:
Bobby L. McMasters

Results for STAT 211: Statistics With Aviation Applications

Summary of Results: Over 85% (85.06%) of Online Students Strongly Agree or Agree with the Scientific Literacy Outcome statement.

Results : Attainment level: Criterion for Success (not met/ met/ exceeded): Met

Sample Size/ Number of Students Assessed: Sample consisted of 154 Online Students in the January 2020 term.

Completed or Proposed Improvements (Proposals require Improvement Action Plan): The Final Exam consists of test-bank questions from Pearson's (textbook publisher) MyStatLab. Exam test-bank questions will be updated/changed when the course is re-developed to support a new edition of the textbook (~January 2021).

Substantiating Evidence:

 STAT 211 Scientific Literacy Narrative (Adobe Acrobat Document)

STAT 211 Scientific Literacy narrative.

▼ **Measure:** STAT 222: Business Statistics *Course level Direct - Exam*


Details/Description: "Scientific Literacy" 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 analyze scientific evidence as it relates to the physical world and its

Criterion for Success:	interrelationship with human values and interests." 70% of online students will score 70% or higher on the Final Exam.
Timeframe of Data Collection:	January 2020 term.
Key/Responsible Personnel:	Bobby L. McMasters

Results for STAT 222: Business Statistics

Summary of Results:	Over 85% (88.46%) of STAT 222 students scored 70% or higher on the Final Exam.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Met
Sample Size/ Number of Students Assessed:	Sample consisted of 52 Online Students in the January 2020 term.
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	Textbook/Canvas Course updates are scheduled for Academic Year 2020 – 2021.

Substantiating Evidence:

 STAT 222 Scientific Literacy Narrative (Adobe Acrobat Document)

STAT 222 Scientific Literacy narrative.

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

Details/Description:	"Scientific Literacy" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 222 students, completing a newly updated "Statistics with Aviation Application" course, "be able to analyze scientific evidence as it relates to the physical
----------------------	---

	world and its interrelationship with human values and interests."
Criterion for Success:	70% of online students will score agree or strongly agree on the standardized general education competency question.
Timeframe of Data Collection:	January 2020 term.
Key/Responsible Personnel:	Bobby L. McMasters

Results for STAT 222: Business Statistics

Summary of Results:	Over 95% (97.06%) of Online Students Strongly Agree or Agree with the Scientific Literacy Outcome statement.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	Sample consisted of 34 Online Students in the January 2020 term.
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	Textbook/Canvas Course updates are scheduled for Academic Year 2020 – 2021.
Substantiating Evidence:	

 STAT 222 Scientific Literacy Narrative (Adobe Acrobat Document)

STAT 222 Scientific Literacy narrative.

Outcome: Cultural Literacy (DB, PC, WW)

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

▼ **Measure:** HUMN 330 - Values & Ethics
Course level Direct - Student Artifact

Details/Description:

Three Discussion Questions:

1) Discussion Question 1 - Module 1

Are We Still Divided? Blue Eyes/Brown Eyes, A Lesson for Us All

View the material (video and article) in each part and answer the questions that follow. As you think about each question, consider the theoretical concepts discussed in the module readings. Do not just state your viewpoint, rather provide relevant details to support your findings and/or position.

Part A

Following the death of Dr. Martin Luther King Jr. in 1968, Jane Elliot struggled with how to teach the detrimental effects of discrimination to her 3rd grade class in rural Iowa. In 1970, she embarked on the Blue Eyes/Brown Eyes experiment, in which she hoped to instill in these young students a sense of the power of inequality and prejudice to hurt and divide. Footage of the experiment was first broadcast in 1970 as an ABC documentary, "The Eye of the Storm." Later, in 1985 it aired as a Frontline episode entitled, "A Class Divided", which included follow-up interviews with the grown children from Elliot's 3rd grade class. After her teaching career, Jane Elliot became an anti-racism activist and a diversity educator. She continues to offer workshops and training sessions based on the early experiment.

Questions

What was your initial reaction to viewing the footage of this experiment?

What values and ethical issues did the experiment express?

Do you think it was an appropriate exercise for a 3rd grade class at that time in history? Would it still be appropriate today? Why or why not?

Part B

Later, in 1988, feminist scholar Peggy McIntosh

published a controversial essay, *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work on Women's Studies*. A shortened version, *White Privilege: Unpacking the Invisible Knapsack*, was published in 1989. In these articles, McIntosh outlines her understanding of the concept of privilege in her life in the 1970s and 1980s.

Questions

What was your initial reaction to McIntosh's list?

Do you think this is an accurate reflection of privilege in society during the 1970s and 1980s? Do you think it is relevant and accurate today? Why or why not?

Do you consider racism, sexism, and discrimination based on ethnicity or religion to be primarily individual based or systemic? Explain your answer.

2) Discussion Question 2 - Module 4

Wealth and Poverty in America

Various areas across America represent all points on the spectrum between rich and poor, poverty and privilege.

After watching the videos, address the following questions:

What were the main points of the documentary?

What moral/ethical issues were addressed?

What was your reaction to the issues? Did any aspect surprise you?

Why do you think there is such a large gap between the richest and the poorest in our society?

Were the issues presented in a biased or unbiased manner? Were the arguments grounded in fact or opinion? Did the presenters/producers appear to have an underlying agenda that they were pushing forward?

What is a moral/ethical response to the identified issues? Should we intervene to "fix" the problems identified? Why or why not?

3) Discussion Question 3 - Module 7

The Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with

different legal and cultural backgrounds from all regions of the world, the declaration was proclaimed by the United Nations General Assembly in Paris on the 10th of December, 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and has been translated into over 500 languages. After reading through the 30 Articles of the Declaration, we will discuss the following questions:

What do you think is the purpose of the Declaration of Human Rights? Is it effective?

Choose two Articles that you think are among the most important in the Declaration. Explain what these mean to you and why you think they are important.

What moral/ethical principles and theories are reflected in the Articles you chose?

For which real-world issues in our modern society do the Articles you chose have relevance and applicability? Be specific.

Criterion for Success:	70% of online students will score 70% or higher on the discussion questions
Timeframe of Data Collection:	October 2019
Key/Responsible Personnel:	Donna Roberts

Results for HUMN 330 - Values & Ethics


Summary of Results:	<p>For the combined sections in the October 2019 the percentage of students scoring 70% or above follows:</p> <p>Module 2 -Discussion: Are We Still Divided? BlueEyes/Brown Eyes, A Lesson for Us All: 91%</p> <p>Module 4 -Discussion 2: Wealth and Poverty in America: 87%</p> <p>Module 7 -Discussion: The Universal Declaration of Human Rights: 88%</p>
---------------------	--


Results : Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded

Sample Size/ Number of Students Assessed: 367 Students in 13 Sections

Completed or Proposed Improvements (Proposals require Improvement Action Plan): none

Substantiating Evidence:

 HUMN 330 By Term - Analysis of Submission Scores (Adobe Acrobat Document)

 HUMN 330 Sections Combined - Analysis of Submission Scores (Adobe Acrobat Document)

▼ **Measure:** HUMN 330 - Values & Ethics
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 analyze historical events, cultural artifacts, and philosophical concepts.

Criterion for Success: 70% of students will indicate “agree” or “strongly agree” on this question on the student End of Course Evaluations.

Timeframe of Data Collection: October 2019

Key/Responsible Personnel: Donna Roberts

Supporting Attachments:

Results for HUMN 330 - Values & Ethics

Summary of Results:	EVC Hybrid: Strongly agree, 50%; Agree, 35.71% Online: Strongly agree, 59% Agree, 30.96% Singapore: Strongly agree, 74.36%; Agree: 25.64%
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Met
Sample Size/ Number of Students Assessed:	306 of 446 students responded to the question.
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	none at this time
Substantiating Evidence:	

Cultural Literacy Results HUMN 330 (Adobe Acrobat Document)

▼ **Measure:** PHYS 142 Introduction to Environmental Science *Course level Direct - Other*

Details/Description:	ERAU's general education competency on cultural literacy sets the expectation that students will analyze historical events, cultures, cultural artifacts, social issues, and/or philosophical concepts. Cultural literacy also addresses professional and research ethics and an awareness and understanding of the values communicated through the humanities and the complexity of human experience from multiple perspectives (e.g. cultural, aesthetic, social, technological, scientific,
----------------------	--

psychological, philosophical, and historical). In each module of PHYS 142, students are tasked with generating an evidence-based argument regarding a controversial or unsolved topic and then discussing. For example, Module 2's discussion prompt states "In the 1970s, James Lovelock and Lynn Margulis developed the Gaia hypothesis. What are your thoughts - Is Earth a self-regulating system that keeps conditions right for life?"

Criterion for Success: 70% of students will score greater than or equal to 70% on the Module 2 discussion.

Timeframe of Data Collection: August 2019 term.

Key/Responsible Personnel: Emily Faulconer

Results for PHYS 142 Introduction to Environmental Science


Summary of Results: 82% of PHYS 142 students scored 70% or higher on the Module 2 Discussion

Results : Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded

Sample Size/ Number of Students Assessed: Sample consisted of 11 Online Students in the Aug 2020 term.

Completed or Proposed Improvements (Proposals require Improvement Action Plan): None at this time

Substantiating Evidence:

 Cultural Literacy (Adobe Acrobat Document)


▼ **Measure:** PHYS 142 Introduction to Environmental Science
Course level Indirect - Survey

Details/Description:	ERAU's general education competency on cultural literacy sets the expectation that students will analyze historical events, cultures, cultural artifacts, social issues, and/or philosophical concepts. Cultural literacy also addresses professional and research ethics and an awareness and understanding of the values communicated through the humanities and the complexity of human experience from multiple perspectives (e.g. cultural, aesthetic, social, technological, scientific, psychological, philosophical, and historical). In each module of PHYS 142, students are tasked with generating an evidence-based argument regarding a controversial or unsolved topic and then discussing. For example, Module 2's discussion prompt states "In the 1970s, James Lovelock and Lynn Margulis developed the Gaia hypothesis. What are your thoughts - Is Earth a self-regulating system that keeps conditions right for life?"
Criterion for Success:	70% of students will indicate "agree" or "strongly agree" on the standardized general education competency question on the student End of Course Evaluations.
Timeframe of Data Collection:	August 2019 term.
Key/Responsible Personnel:	Emily Faulconer

Results for PHYS 142 Introduction to Environmental Science

Summary of Results:	86% of PHYS 142 students "agree" or "strongly agree" with standardized question for Gen Ed Competency 6.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	Sample consisted of 7 Online Students in the Aug 2020 term.
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	None at this time

Substantiating Evidence:

 Cultural Literacy (Indirect) (Adobe Acrobat Document)


Outcome: 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.

▼ **Measure:** ENGL223 Collaborative Writing and Presentation *Course level Indirect - Survey*

Details/Description:	The EOC survey questions are standardized to reflect the competency being assessed.
Criterion for Success:	80% of respondents will answer agree or strongly agree.
Timeframe of Data Collection:	October 2019 and January 2020 terms
Key/Responsible Personnel:	Debra Bourdeau

Supporting Attachments:

 EOC - PO08 Collaborative Learning Custom Question (Adobe Acrobat Document)

Results for ENGL223 Collaborative Writing and Presentation

Summary of Results:	This course did not run in the 2019-2020 academic year.
---------------------	---

Sample Size/ Number of
Students Assessed:
Completed or Proposed
Improvements (Proposals
require Improvement
Action Plan):

▼ **Measure:** ENGL223: Collaborative Writing and Presentation
Course level Direct - Portfolio

Details/Description:	ENGL223 Collaborative Writing & Presentation: In this course, students engage in a series of collaborative writing and presentation assignments in which they work together in pairs, groups, and general workshops to produce original works. Taken as a whole, ENGL223's graded deliverables represent a kind of collaborative portfolio that demonstrates proficiency in collaboration.
Criterion for Success:	Overall goal of 80% of students achieving a total course grade of at least 70%.
Timeframe of Data Collection:	October 2019 and January 2020 terms.
Key/Responsible Personnel:	Debra Bourdeau

Results for ENGL223: Collaborative Writing and Presentation

Summary of Results:	This course did not run in the 2019-2020 academic year.
Sample Size/ Number of Students Assessed: Completed or Proposed Improvements (Proposals require Improvement Action Plan):	

Overall Reflection

No text specified

Last Modified: 09/13/2020 10:02:24 PM EST