Standing Requirements
Program Mission Statement

General Education Program Mission

Recognizing its general and special missions in education, Embry-Riddle Aeronautical University embraces a General Education Program. This course of study ensures that students possess the attributes expected of all university graduates. The General
Education Program enables students, regardless of their degree program, to understand the significance of acquiring a broad range of knowledge.

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

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

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ERAU University Mission Statement

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

Our technologically enriched, student-centered environment[3] emphasizes learning through collaboration and teamwork,[4] concern for ethical and responsible behavior,[5] cultivation of analytical[6] 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 achievement[9] 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.

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

Standing Requirements
Program Outcomes

ERAU_General Education program Outcome Set

Outcome

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

and/or philosophical concepts.

Collaborative Learning	No Mapping
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.	

DB_Gen Ed Curriculum Map

Courses and Activities Mapped to ERAU_General Education program Outcome Set

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

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	Outcome						
	Critical Thinking Students will synthesize and apply knowledge in order to define and solve problems within professional and personal environments.	Quantitative Reasoning Students will, through mathematical proficiency and analysis, demonstrate the use of digitally enabled technology in order to interpret data for the purpose of drawing valid conclusions and solving associated mathematical and/or economic problems.	Information Literacy Students will conduct meaningful research, including gathering information from primary and secondary sources as well as incorporating and documenting source material in their writing.	Communication Students will communicate concepts in written, digital, and oral forms for technical and/or non-technical audiences.	Scientific Literacy Students will analyze scientific evidence as it relates to the physical world and its inhabitants.	Cultural Literacy Students will analyze historical events, cultures, cultural artifacts, social issues, and/or philosophical concepts.	Collaborative Learning The student will be able to work effectively with others on diverse teams to produce quality written documents, oral presentations and/or meaningful projects. The student will assist in organizing others to accomplish a shared task, contribute actively to a group, and work to resolve any conflicts that occur.
EC 225 Engineering Economics	I	I	I	I	P		
GCS 201 Introduction to Global Conflict Studies	P					P	
PSY 101 Introduction to Psychology					I	I	
SS 110 World History	I					I	
SS 115 Introduction to International Relations	I					I	
SS 120 U.S. History	I					I	
SS 130 History of Aviation in America	I					I	
SS 140 Introduction to Middle East Mediterranean World	I					I	
SS 210 Introduction to Sociology	I					I	
Upper-Level Humanities							
HU 300 World Literature	P		P			P	
HU 305 Modern Literature	P		P			P	
HU 310 American Literature	P		P			P	
HU 316 Studies in Music	P		P			P	
HU 319 Advanced Speech	P		P	P		P	
HU 325 Exploring Film	P		P	P		P	
HU 330 Values and Ethics	P		P			P	
HU 335 Technology and Modern Civilization	P		P	P		P	
HU 338 Traversing the Borders: Interdisciplinary Explorations	P		P	P		P	

	Outcome						
	Critical Thinking Students will synthesize and apply knowledge in order to define and solve problems within professional and personal environments.	Quantitative Reasoning Students will, through mathematical proficiency and analysis, demonstrate the use of digitally enabled technology in order to interpret data for the purpose of drawing valid conclusions and solving associated mathematical and/or economic problems.	Information Literacy Students will conduct meaningful research, including gathering information from primary and secondary sources as well as incorporating and documenting source material in their writing.	Communication Students will communicate concepts in written, digital, and oral forms for technical and/or non-technical audiences.	Scientific Literacy Students will analyze scientific evidence as it relates to the physical world and its inhabitants.	Cultural Literacy Students will analyze historical events, cultures, cultural artifacts, social issues, and/or philosophical concepts.	Collaborative Learning The student will be able to work effectively with others on diverse teams to produce quality written documents, oral presentations and/or meaningful projects. The student will assist in organizing others to accomplish a shared task, contribute actively to a group, and work to resolve any conflicts that occur.
HU 341 World Philosophy	P		P			P	
HU 345 Comparative Religions	P		P			P	
HU 363 Communication and Society	P		P	P		P	
HU 375 The Nature of Language	P		P			P	
HU 415 Nonverbal Communication	M	P	M	M		M	
HU 420 Applied Cross-Cultural Communication	M		M	M		M	
Upper-Level Social Sciences							
GCS 300 International Conflict Resolution	P		P			P	
GCS 302 Gender Security	P		P			P	
GCS 304 Political Violence	P		P			P	
GCS 306 Theories of Nations and Nationalism	P		P			P	
GCS 308 Transnational Crime	P		P			P	
PSY 310 Sensation and Perception					I	P	
PSY 315 Cognitive Psychology					I	P	
PSY 340 Industrial-Organizational Psychology					I	P	
PSY 350 Social Psychology					I	P	
PSY 352 Personality: A Systems Approach					I	P	
PSY 365 Abnormal Psychology					I	P	
SS 302 Evolution of Scientific Thought	P		P		P	P	
SS 311 U.S. Military History 1775-1900	P		P			M	

	Outcome						
	Critical Thinking Students will synthesize and apply knowledge in order to define and solve problems within professional and personal environments.	Quantitative Reasoning Students will, through mathematical proficiency and analysis, demonstrate the use of digitally enabled technology in order to interpret data for the purpose of drawing valid conclusions and solving associated mathematical and/or economic problems.	Information Literacy Students will conduct meaningful research, including gathering information from primary and secondary sources as well as incorporating and documenting source material in their writing.	Communication Students will communicate concepts in written, digital, and oral forms for technical and/or non-technical audiences.	Scientific Literacy Students will analyze scientific evidence as it relates to the physical world and its inhabitants.	Cultural Literacy Students will analyze historical events, cultures, cultural artifacts, social issues, and/or philosophical concepts.	Collaborative Learning The student will be able to work effectively with others on diverse teams to produce quality written documents, oral presentations and/or meaningful projects. The student will assist in organizing others to accomplish a shared task, contribute actively to a group, and work to resolve any conflicts that occur.
SS 320 Government of the U.S.	P		P			P	
SS 321 U.S. Military History 1900-Present	P		P			M	
SS 322 Modern Russian History	P		P			M	
SS 324 Topics in U.S. History	P		P			M	
SS 325 International Studies	P		P			M	
SS 326 Russian-U.S. Relations	P		P			M	
SS 328 History of U.S. Intelligence	P		P			M	
SS 331 Current Issues in America	P		P			M	
SS 333 U.S.-Asian Relations	P		P			M	
SS 334 Contemporary Africa and the World	P		P			M	
SS 336 The Modern Middle East in World Affairs	P		P			M	
SS 337 Globalization and World Politics	P		P			M	
SS 340 Modern U.S. Foreign Policy	P		P			M	
SS 353 Early U.S. Foreign Policy	P		P			M	
SS 363 Inter-American Relations	P		P			M	
Computer Science/Information Technology							
BA 120 Introduction to Computer Based Systems			I				
CS 118 Fundamentals of Computer Programming		P					
CS 120 Introduction to Computing in Aviation		P					
CS 223 Scientific Programming in C		P					

	Outcome						
	Critical Thinking — Students will synthesize and apply knowledge in order to define and solve problems within professional and personal environments.	Quantitative Reasoning — Students will, through mathematical proficiency and analysis, demonstrate the use of digitally enabled technology in order to interpret data for the purpose of drawing valid conclusions and solving associated mathematical and/or economic problems.	Information Literacy — Students will conduct meaningful research, including gathering information from primary and secondary sources as well as incorporating and documenting source material in their writing.	Communication — Students will communicate concepts in written, digital, and oral forms for technical and/or non-technical audiences.	Scientific Literacy — Students will analyze scientific evidence as it relates to the physical world and its inhabitants.	Cultural Literacy — Students will analyze historical events, cultures, cultural artifacts, social issues, and/or philosophical concepts.	Collaborative Learning — The student will be able to work effectively with others on diverse teams to produce quality written documents, oral presentations and/or meaningful projects. The student will assist in organizing others to accomplish a shared task, contribute actively to a group, and work to resolve any conflicts that occur.
EGR 115 Introduction to Computing for Engineers		P	P				
EGR 120 Graphical Communications		P	P				
HS 235 Computer and Network Technologies			P				
Mathematics							
MA 111 College Mathematics for Aviation I		I					
MA 112 College Mathematics for Aviation II		I					
MA 120 Quantitative Methods I		I					
MA 140 College Algebra		I					
MA 143 Precalculus Essentials		I					
MA 220 Quantitative Methods II		I					
MA 222 Business Statistics	P	I					
MA 241 Calculus and Analytical Geometry I		I					
Physical Sciences							
BIO 120 Foundations of Biology I	I	I	I	I	P	P	P
BIO 121 Foundations of Biology II	I	I	I	I	P	P	P
BIO 142 Introduction to Environmental Science			P				
BIO 215 Genetics	P		P		P	P	
BIO 216 Microbiology	P		P		P	P	
BIO 245 Natural History of the Region							
CHM 101 Basic Chemistry		P				P	

	Outcome						
	Critical Thinking Students will synthesize and apply knowledge in order to define and solve problems within professional and personal environments.	**Quantitative Reasoning** Students will, through mathematical proficiency and analysis, demonstrate the use of digitally enabled technology in order to interpret data for the purpose of drawing valid conclusions and solving associated mathematical and/or economic problems.	**Information Literacy** Students will conduct meaningful research, including gathering information from primary and secondary sources as well as incorporating and documenting source material in their writing.	**Communication** Students will communicate concepts in written, digital, and oral forms for technical and/or non-technical audiences.	**Scientific Literacy** Students will analyze scientific evidence as it relates to the physical world and its inhabitants.	**Cultural Literacy** Students will analyze historical events, cultures, cultural artifacts, social issues, and/or philosophical concepts.	**Collaborative Learning** The student will be able to work effectively with others on diverse teams to produce quality written documents, oral presentations and/or meaningful projects. The student will assist in organizing others to accomplish a shared task, contribute actively to a group, and work to resolve any conflicts that occur.
CHM 108 Contemporary Chemistry	I	I	I		I	I	
CHM 110 Contemporary Chemistry I	I	P	P		I		
CHM 111 Contemporary Chemistry II	I	P	P		P		
CHM 140 Chemistry for Engineers	I	P	P		P		
CHM 210 Organic Chemistry I	I	P	P		P		
CHM 310 Biochemistry	I	P	P		P		
PS 102 Explorations in Physics		P			I		
PS 103 Technical Physics I	I	I			I	I	
PS 104 Technical Physics II	I	P			P	P	
PS 116 The Joy of Science					I	I	
PS 150 Physics for Engineers I	I	P	I		I		
PS 160 Physics for Engineers II	I	P	P		P	P	
PS 224 Astronomy	I	P	P		P		
PS 226 Physics I	I	P	P		P		
PS 227 Physics II	I	P	P		P		
PS 250 Physics for Engineers III	I	P	P		P		
PS 302 Evolution of Scientific Thought			P		P	P	
WX 215 Introduction to Geoscience	P	P	P		P		

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

Embry-Riddle Aeronautical University » Academic Division » Daytona Beach Campus » DB_College of Arts and Sciences » DB_General Education

DB_General Education program

DB_Gen Ed Assessment Schedule

Courses and Activities Mapped to ERAU_General Education program Outcome Set

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

Legend : ✔ = Aligned

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2018-2019 Assessment Cycle
Assessment Plan with Results and Proposed Improvements

Result per Measure

ERAU_General Education program Outcome Set

Outcome

Outcome: Information Literacy
Students will conduct meaningful research, including gathering information from primary and secondary sources as well as incorporating and documenting source material in their writing.

▼ **Measure:** CYB 235 - · Module 8: - Client-Server: HTML and Web Server
Course level Direct - Student Artifact

Details/Description:	students study the concepts, techniques, and tools of computing in order to use computers and to understand and evaluate their significance in the solution of problems. CYB 235 provides: • an introduction to the technology that underlies computers and communication networks, • an understanding of how computers operate • how users interact with computers • how computers store data • how computers communicate with other computers • the building blocks of communications networks • the Internet, and TCP/IP communications protocols and applications.
Criterion for Success:	To assess the general education competency, faculty created three criteria: 1. Effort (50%) – the thorough exploration of all requirements of the exercise 2. Completion / Mastery (25%) 3. Documentation / Presentation of Effort (25%) – communication of results
Timeframe of Data Collection:	Timeframe of Data Collection – Fall 2018 • Assign Exercise (October 15, 2018) • Collect assignments (October 29, 2018) • Assign grades to assignments utilizing the rubric (October 30 – November 4) • Submit report to Gen. Ed. (November 12)
Key/Responsible Personnel:	Gen Ed Coordinator and CYB 235 course monitor

Results for CYB 235 - · Module 8: - Client-Server: HTML and Web Server

Summary of Results:	Over 80% of the students showed Effort (50%) – the thorough exploration of all requirements of the exercise. 50% of the students showed Completion / Mastery Over 80% showed Documentation / Presentation of Effort (25%) – communication of results.

Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	41
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	

▼ **Measure:** CYB 235 - Journal Assignment
Course level Direct - Student Artifact

Details/Description:	Journal assignments can contain any number of items, but the student is advised to understand that there is a point -- namely, that the journal postings need to demonstrate the student's engagement in the course and the subject matter. The student's journal should discuss some of the specific topics and activities that were covered in the course during the period as well as the student's personal reaction -- what did the student learn, what resonated with the student (and why), didsomething change the student's thinking about a given topic or provide the student with new insights, did the student find new topics that the student loved (or hated), did something add to the student's useful knowledge, did some topic change how the student uses or thinks of technology, did something that the student learned surprise the student, etc., etc.? This is documentation of the student's intellectual journey in the course and subject matter.
Criterion for Success:	80% of the submitted exercises will have been graded at the 80% or better of the maximum potential assignment grade.
Timeframe of Data Collection:	Timeframe of Data Collection – Fall 2018 • Assign Journal (October 29, 2018) • Collect Journal assignments (November 5, 2018) • Assign grades to assignments utilizing the rubric (November 5 - November 9) • Submit report to Gen. Ed. (November 12)
Key/Responsible Personnel:	Course Monitor: The course monitor is the faculty member that developed the exercise and the rubric. The Course monitor is also the only faculty member currently teaching the course. The course monitor will act as the Assessor as well

Results for CYB 235 - Journal Assignment

Summary of Results:	90% of the students received a grade of 80% or higher.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of	41

Students Assessed:

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

Measure: Student Evaluation
Course level Indirect - Survey

Details/Description:	Students will be asked on their evaluation of this course the following question: This course improved my ability to conduct meaningful research, including gathering information from primary and secondary sources as well as incorporating and documenting source material in their writing.
Criterion for Success:	80% of students strongly agree or agree with this statement.
Timeframe of Data Collection:	December 2018
Key/Responsible Personnel:	University General Education Program Coordinator and Course Monitor.

Supporting Attachments:

ⓘAssessment Gen Ed PO_Information Literacy Question (Adobe Acrobat Document)

ⓘAssessment-DB-GenEd-Sci-Evidence.pdf (Adobe Acrobat Document)

Results for Student Evaluation

Summary of Results:	85% strongly agreed and agreed that they conducted meaningful research and fulfilled the other aspects of the Information Literacy competency.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	Of 41 students in the course, 27 completed the student evaluation.
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	

Substantiating Evidence:

ⓘDB Gen Ed Indirect Assessment (Adobe Acrobat Document)

Outcome: Scientific Literacy
Students will analyze scientific evidence as it relates to the physical world and its Inhabitants.

Measure: Student Evaluation
Course level Indirect - Survey

Details/Description: Students will be asked the following question on their end-of-course student evaluation: This course improved my ability to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.

Criterion for Success: 80% of students agreed with this statement.

Timeframe of Data Collection: December 2018

Key/Responsible Personnel: Course Monitor

Supporting Attachments:

     ⓘ Assessment GenEd PO_Scientific literacy Question (Adobe Acrobat Document)

Results for Student Evaluation

Summary of Results: Of 21 students in the fall course, 15 answered this question on their student evaluation. Of those 15, 12 (80%) strongly agreed or agreed that the course improved their ability to analyze scientific evidence. Thus, the criterion for this indirect measure was met.

     Of 32 students in the fall course, 23 answered this question on their student evaluation. Of those 23, 20 (86%) strongly agreed or agreed that the course improved their ability to analyze scientific evidence. Thus, the criterion for this indirect measure exceeded expectations.

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

Sample Size/ Number of Students Assessed: Fall 2018 15

     Spring 2019 23

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

Substantiating Evidence:

     ⓘ DB Gen Ed Indirect Assessment (Adobe Acrobat Document)

Measure: WX215
Course level Direct - Exam

Details/Description:	The second exam of the course will be used as the artifact.
Criterion for Success:	70% or more of the class should score 70% or better.
Timeframe of Data Collection:	December 2018
Key/Responsible Personnel:	Course Monitor

Results for WX215

Summary of Results:	78% of class scored 70% or better on WX 215 Test #2 with a mean = 85%.
	The results for the 2018-2019 Assessment of WX 215: Introduction to Geo-science as a general Education Science course were favorable. On the second, of three, exams, the class average was an 85%. The criterion for this artifact was that "70% of the class would score a 70% or better." In reality, 78% of class scored 70% or better. The students demonstrated a mastery of the content covered which included knowledge of Mass Wasting, Weathering processes and the resultant land forms, along with Karst terrain and its development and features, as well as Fluvial processes and land forms.
	The survey results were favorable as well. The criterion was to have 70% or more students either Agree or Strongly Agree with a question added to the End of Course Student Evaluations by Institutional Research. The question was: "This course improved my ability to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests." In the End of Course Student Evaluations, 80% of the students either Agreed or Strongly Agreed with this objective.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	22 Students
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	No improvement was deemed necessary based on the results from the two criteria.

Substantiating Evidence:

Assessment-DB-GenEd-Sci-Evidence.pdf (Adobe Acrobat Document)

DB Gen ED_WX 215 Assess Graph_Test #2 measure'18'19.docx (Word Document (Open XML))

📎 Summary of '18-'19 WX 215 Assessment Measure (Word Document (Open XML))

Outcome: Cultural Literacy
Students will analyze historical events, cultures, cultural artifacts, social issues, and/or philosophical concepts.

Measure: HU 140 - Research Essay
Program level Direct - Student Artifact

Details/Description:	Faculty members teaching HU 140s will serve as assessors to discern if student research indicates an "an awareness and understanding of the values communicated through the humanities, describe some of the historical contemporary issues that affect societies, and recognize the complexity of human experience from a variety of perspectives, for example, cultural, aesthetic, social, technological, scientific, psychological, philosophical, and historical." To assess research, HU 140s faculty will develop, revise, and apply a rubric to a random sampling of 10% of student hallmark research essays completed in Spring 2018.
Criterion for Success:	80% of selected student essays will contain at least one example of research signaling the student's "awareness and understanding of the values communicated through the humanities, describe some of the historical contemporary issues that affect societies, and recognize the complexity of human experience from a variety of perspectives, for example, cultural, aesthetic, social, technological, scientific, psychological, philosophical, and historical."
	To assess the general education competency, faculty created three criteria: 1. Considers at least one perspective that makes up the human experience 2. Analyzes how a humanities artifact displays a culture's value/s 3. Demonstrates basic knowledge and understanding of the context in which a humanities artifact was created
Timeframe of Data Collection:	• Develop two-pronged assessment: direct: assess essays and indirect: gather survey responses • (Jan. 2018) • Draft rubric to assess essays with 6 SLOs, 3 categories (Jan. 2018) • Conduct calibration session using initial rubric (Jan. 2018) • Request feedback on rubric (Jan. 2018) • Apply feedback to rubric (Feb. 2018) • Calibrate prior to assessment (April 2018)
Key/Responsible Personnel:	GenEd Program Coordinator and Course Monitor - Course Monitor: The course monitor will convene HU 140s faculty to author the rubric by which student work will be evaluated. She will then convene assessors for two calibration sessions, using a sampling of student work, to establish a consensus of how the research is to be evaluated. The course monitor will also select a random sampling of student work

from the sections of the courses being offered in Spring 2018, schedule and supervise the assessment sessions, compile results from rubric assessment, and report the results of the assessment to the General Education Committee.

Supporting Attachments:

ⓘ DB_HU_140_Targeted EoC Survey (Adobe Acrobat Document)

Results for HU 140 - Research Essay

Summary of Results:	Direct Assessment Results for GEC #6 Based on the raw score scale, 86.5% artifacts were assessed as Introductory or higher for SLO#2: Analysis of an Artifact, as illustrated in Figure 7. (see detailed summary of results in 19_GenEd_HU140 report)
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	Student Cohort Daytona Beach students typically enroll in one of the seven HU 140s course after successfully completing or receiving credit for English Composition (COM 122). • Western Humanities I (HU 140) • Western Humanities II (HU 141) • Studies in Literature (HU 142) • Introduction to Rhetoric (HU 143) • Studies in Art (HU 144) • Themes in the Humanities (HU 145) • Music Appreciation and Criticism (HU 146) All HU 140s courses fulfill the lower-level General Education humanities requirement. During Spring 2019, 682 students were enrolled in the HU 140s series. Of this population, the majority of students (526) were enrolled in 25 sections of HU 142 and 145 (303 and 223, respectively). We offered one section each of HU 143 and HU 144, with 43 enrolled students. Of the remaining HU courses, 67 students were enrolled in HU 140 and 46 in HU 146. Due to a professor's sabbatical, we did not offer HU 141 this spring. Student enrollment percentages for Spring 2019 can be seen in Figure 1. (19_GenEd_HU140 report)
Completed or Proposed Improvements (Proposals require Improvement Action Plan):	none noted

Substantiating Evidence:

📎 GenEd Assessment_HU 140 (Word Document (Open XML))

Measure: HU 140 - Survey
Program level Indirect - Survey

Details/Description:	Faculty members teaching HU 140s will ask students enrolled in the course to respond to a survey administered at the end of the term via Evaluation Toolkit. Developed by representative faculty members who teach HU 140s, the survey will be designed to discern if students perceive that course texts, discussions, and assignments have helped them to develop "an awareness and understanding of the values communicated through the humanities, describe some of the historical contemporary issues that affect societies, and recognize the complexity of human experience from a variety of perspectives, for example, cultural, aesthetic, social, technological, scientific, psychological, philosophical, and historical." Faculty members will create questions in March 2018, revise as needed, and add them to the end-of-semester course evaluations administered to all HU 140s students by April 2018. For Spring 2018, there are 33 sections of HU 140s courses, with approximately 759 students. Faculty members plan to gather results from 70% of all HU 140s students.
Criterion for Success:	80% of surveyed students will report that the course texts, discussions, and assignments have increased their recognition of the complexity of human experience from a variety of perspectives, for example, cultural, aesthetic, social, technological, scientific, psychological, philosophical, and historical.
Timeframe of Data Collection:	Timeframe of Data Collection - Spring 2018 • Create Evaluation Toolkit survey questions (March 2018) • Gather data from survey questions (May 2018)
Key/Responsible Personnel:	Course Monitor: The course monitor will convene HU140s faculty to author the survey instrument that will be administered to all students enrolled in the course. After Evaluation ToolKit releases the , she will then report the results of the survey to the General Education Committee HU 140s Faculty: HU 140s faculty members will participate in authoring the survey instrument and will request that all students complete the end-of-semester university-administered course evaluations.

Results for HU 140 - Survey

Summary of Results:	91.55 % of respondents indicated "Strongly Agree or Agree" to spring 2019 end of course evaluation question: "Indicate your level of agreement with the following: : In this course, I learned how to analyze historical events, philosophical concepts, and/or cultural artifacts (such as literature, speeches, film, music, visual art, etc.).
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	509 responses
Completed or Proposed	

Improvements
(Proposals
require
Improvement
Action Plan):

Substantiating Evidence:

⊙ DB HU 140 assessment report by course sp 2019 (Adobe Acrobat Document)

Overall Reflection

No text specified

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