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.

Program Alignment to University Mission
Form: Alignment to University Mission

ERAU University Mission Statement

Our mission is to teach the science, practice and business of aviation and aerospace, preparing students for productive careers[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

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
[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

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) The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.	**Embry-Riddle General Education Competency Set:** 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)
Lifelong Personal Growth (WW Only) The student will be able to demonstrate the skills needed to enrich the quality of life through activities which enhance and promote lifetime learning.	**Embry-Riddle General Education Competency Set:** Lifelong Personal Growth (WW Only)

General Education Outcome Set

Outcome

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

the analysis and interpretation of data for the purpose of drawing valid conclusions relating to the solutions of problems.	(DB, PC, WW), Quantitative Reasoning (DB, PC, WW)
WW_BSGE_PO_03 Written Communication: Communicate ideas in written form in both technical and non-technical areas.	**Embry-Riddle General Education Competency Set:** Communication (DB, PC, WW), Information Literacy (DB, PC, WW)
WW_BSGE_PO_04 Oral and Visual Communication: Communicate ideas in non-written form, such as through oral presentations or visual media.	**Embry-Riddle General Education Competency Set:** Communication (DB, PC, WW), Information Literacy (DB, PC, WW)
WW_BSGE_PO_05 Ethical and Social Responsibility: Recognize the importance of professional, ethical and social responsibility.	**Embry-Riddle General Education Competency Set:** Critical Thinking (DB, PC, WW), Cultural Literacy (DB, PC, WW), Scientific Literacy (DB, PC, WW)
WW_BSGE_PO_06 Environmental Awareness: Understand the natural world, to include the impact of the environment on aerospace operations and aerospace operations on the environment, as well as everyday life and professional experiences.	**Embry-Riddle General Education Competency Set:** Critical Thinking (DB, PC, WW), Cultural Literacy (DB, PC, WW), Scientific Literacy (DB, PC, WW)
WW_BSGE_PO_07	**Embry-Riddle General Education Competency Set:** Communication

Technological Literacy: Use digitally-enabled technology to organize and manipulate data, perform calculations, aid in solving problems, and communicate solutions, ideas, and concepts.	(DB, PC, WW), Critical Thinking (DB, PC, WW), Information Literacy (DB, PC, WW), Quantitative Reasoning (DB, PC, WW), Scientific Literacy (DB, PC, WW)
WW_BSGE_PO_08 Scientific Reasoning: Use scientific information in critical thinking and decision-making processes.	**Embry-Riddle General Education Competency Set:** Critical Thinking (DB, PC, WW), Quantitative Reasoning (DB, PC, WW), Scientific Literacy (DB, PC, WW)
WW_BSGE_PO_09 Teamwork: Function on multi-cultural and/or multi-disciplinary teams.	**Embry-Riddle General Education Competency Set:** Communication (DB, PC, WW), Cultural Literacy (DB, PC, WW), Lifelong Personal Growth (WW Only)
WW_BSGE_PO_10 Economic Reasoning: Apply economic principles to identify, formulate, and solve problems within professional and personal environments.	**Embry-Riddle General Education Competency Set:** Critical Thinking (DB, PC, WW), Information Literacy (DB, PC, WW), Quantitative Reasoning (DB, PC, WW)
WW_BSGE_PO_11 Professional Engagement: Identify and participate in professional and personal development activities through organizations and self-directed learning.	**Embry-Riddle General Education Competency Set:** Communication (DB, PC, WW), Cultural Literacy (DB, PC, WW), Lifelong Personal Growth (WW Only)
WW_BSGE_PO_12 Social Awareness:	**Embry-Riddle General Education Competency Set:** Critical Thinking (DB, PC, WW), Cultural Literacy (DB, PC, WW), Information Literacy (DB,

Understand contemporary issues in society.	PC, WW), Lifelong Personal Growth (WW Only)
WW_BSGE_PO_13 Multicultural Competence: Recognize the complexity and diversity of the human experience, including cultural, aesthetic, psychological, philosophical, and spiritual dimensions.	**Embry-Riddle General Education Competency Set:** Cultural Literacy (DB, PC, WW), Lifelong Personal Growth (WW Only)
WW_BSGE_PO_14 Information Literacy: Conduct and report research in accordance with professional standards.	**Embry-Riddle General Education Competency Set:** Communication (DB, PC, WW), Critical Thinking (DB, PC, WW), Information Literacy (DB, PC, WW), Quantitative Reasoning (DB, PC, WW)

Curriculum Map

Mapping Matrixs

College of Arts & Sciences Curriculum Map [Print View] [PDF]
Alignment Set: General Education Outcome Set
Created: 09/30/2013 10:00:17 am EDT
Last Modified: 10/29/2013 5:04:22 pm EDT

College of Arts & Sciences Curriculum Map

Courses and Activities Mapped to General Education Outcome Set

☑ Show Outcome Descriptions ☐ Show Course/Activity Detail

Courses and Learning Activities	WW_BSCE_PO_01 Mathematical Reasoning: Apply knowledge of college level mathematics to defining and solving problems.	WW_BSCE_PO_02 Quantitative Analysis: Apply statistical methods in the analysis and interpretation of data for the purpose of drawing valid conclusions relating to the solutions of problems.	WW_BSCE_PO_03 Written Communication: Communicate ideas in written form in both technical and non-technical areas.	WW_BSCE_PO_04 Oral and Visual Communication: Communicate ideas in non-written form, such as through oral presentations or visual media.	WW_BSCE_PO_05 Ethical and Social Responsibility: Recognize the importance of professional, ethical and social responsibility.	WW_BSCE_PO_06 Environmental Awareness: Understand the natural world, to include the impact of the environment on aerospace operations and aerospace operations on the environment, as well as everyday life and professional experiences.	WW_BSCE_PO_07 Technological Literacy: Use digitally enabled technology to organize and manipulate data, perform calculations, aid in solving problems, and communicate solutions, ideas, and concepts.	WW_BSCE_PO_08 Scientific Reasoning: Use scientific information in critical thinking and decision-making processes.	WW_BSCE_PO_09 Teamwork: Function on multi-cultural and/or multi-disciplinary teams.	WW_BSCE_PO_10 Economic Reasoning: Apply economic principles to identify, formulate, and solve problems within professional and personal environments.	WW_BSCE_PO_11 Professional Engagement: Identify and participate in professional and personal development activities through organizations and self-directed learning.	WW_BSCE_PO_12 Social Awareness: Understand contemporary issues in society.	WW_BSCE_PO_13 Multicultural Competence: Recognize the complexity and diversity of the human experience, including cultural, aesthetic, psychological, philosophical, and spiritual dimensions.	WW_BSCE_PO_14 Information Literacy: Conduct and report research in accordance with professional standards.
ECON 210 Microeconomics	I		I							I		I		
ECON 211 Macroeconomics	I		I				I			I		I		
ECON 315 Managerial Economics	I	I	I				I			I		I		
ECON 420 Economics of Air Transportation	I		I				I			I		I		
GOVT 320 American National Government		I	I	I	I		I	I			I	I	I	I
GOVT 325 International Studies									I			I	I	I
GOVT 335 Current Issues in America			I	I								I	I	I
GOVT 340 U.S. Foreign Policy			I	I									I	I
GOVT 363 Inter-American Relation			I	I									I	I
GOVT 401 American Constitutional Law			I									I		I
GOVT 402 Globalization and World Politics			I	I						I		I	I	I
HIST 110 World History		I	I	I	I			I				I	I	I
HIST 130 History of Aviation in America														
HIST 302 Evolution of Scientific Thought	I		I	I	I	I	I	I				I	I	I
HIST 303 American Military History			I	I									I	I
PSYC 220 Introduction to Psychology	I	I	I	I	I	I				I	I	I	I	
PSYC 320 Aviation Psychology		I	I	I	I		I	I			I	I	I	I
PSYC 350 Social Psychology	I	I	I	I	I	I				I	I	I	I	
PSYC 400 Introduction to Cognitive Science			I	I	I		I	I	I		I	I	I	I
SOCI 210 Introduction to Sociology	I	I	I		I	I		I	I			I	I	I
SOCI 300 Marriage & Family			I		I	I		I			I	I	I	I
SOCI 310 Personality Development														I
ENGL 123 English Composition			I	I	I							I		I
ENGL 143 Studies in Rhetorical Theory			I		I							I		I
ENGL 221 Technical Report Writing			I	I	I		I		I			I		I
ENGL 222 Business Communication			I	I			I		I			I		I
ENGL 255 Creative Writing			I	I	I							I		I
HUMN 140 Western Humanities I: Antiquity and the Middle Ages			I	I	I							I	I	I
HUMN 141 Western Humanities II: Renaissance to Postmodern			I	I	I							I	I	I
HUMN 142 Studies in Literature			I	I									I	I
HUMN 300 World Literature			I	I								I	I	I
HUMN 310 American Literature			I	I								I	I	I
HUMN 325 Exploring Film			I	I									I	I
HUMN 330 Values and Ethics				I	I						I	I	I	
SPCH 219 Speech			I	I			I		I					
GNED 101 Fundamentals of College Student Success			I	I			I				I			I
MATH 106 Basic Algebra & Trigonometry							I							
MATH 111 College Mathematics for Aviation I	I						I							
MATH 112 College Mathematics for Aviation II	I						I							
MATH 140 College Algebra	I						I							
MATH 142 Trigonometry	I						I							
MATH 211 Statistics with Aviation Applications	I						I							
MATH 222 Business Statistics	I						I							
MATH 250 Calculus and Analytic Geometry I	I						I							
MATH 251 Calculus and Analytic Geometry II	I						I							
MATH 252 Calculus and Analytic Geometry III	I						I							
MATH 253 Calculus and Analytic Geometry IV	I						I							
MATH 320 Decision Mathematics	I	I					I							
MATH 345 Differential Equations and Matrix Methods	I						I							
BIOL 107 Elements of Biological Science		I	I								I			
PHYS 102 Explorations in Physics	I		I			I	I						I	
PHYS 150 Physics I for Engineers	I		I											
PHYS 160 Physics II for Engineers	I		I			I	I	I						
PHYS 250 Physics III for Engineers	I		I			I	I							
PHYS 142 Introduction to Environmental Science	I		I								I			
PHYS 301 Astronomy			I					I						
PHYS 303 Evolution of Scientific Thought														
PHYS 304 Environmental Science			I	I	I	I		I			I		I	
WEAX 201 Meteorology I	I		I			I	I	I	I					
WEAX 332 Meteorology II			I			I		I						

Legend: I Introduced; P Practiced; M Mastered

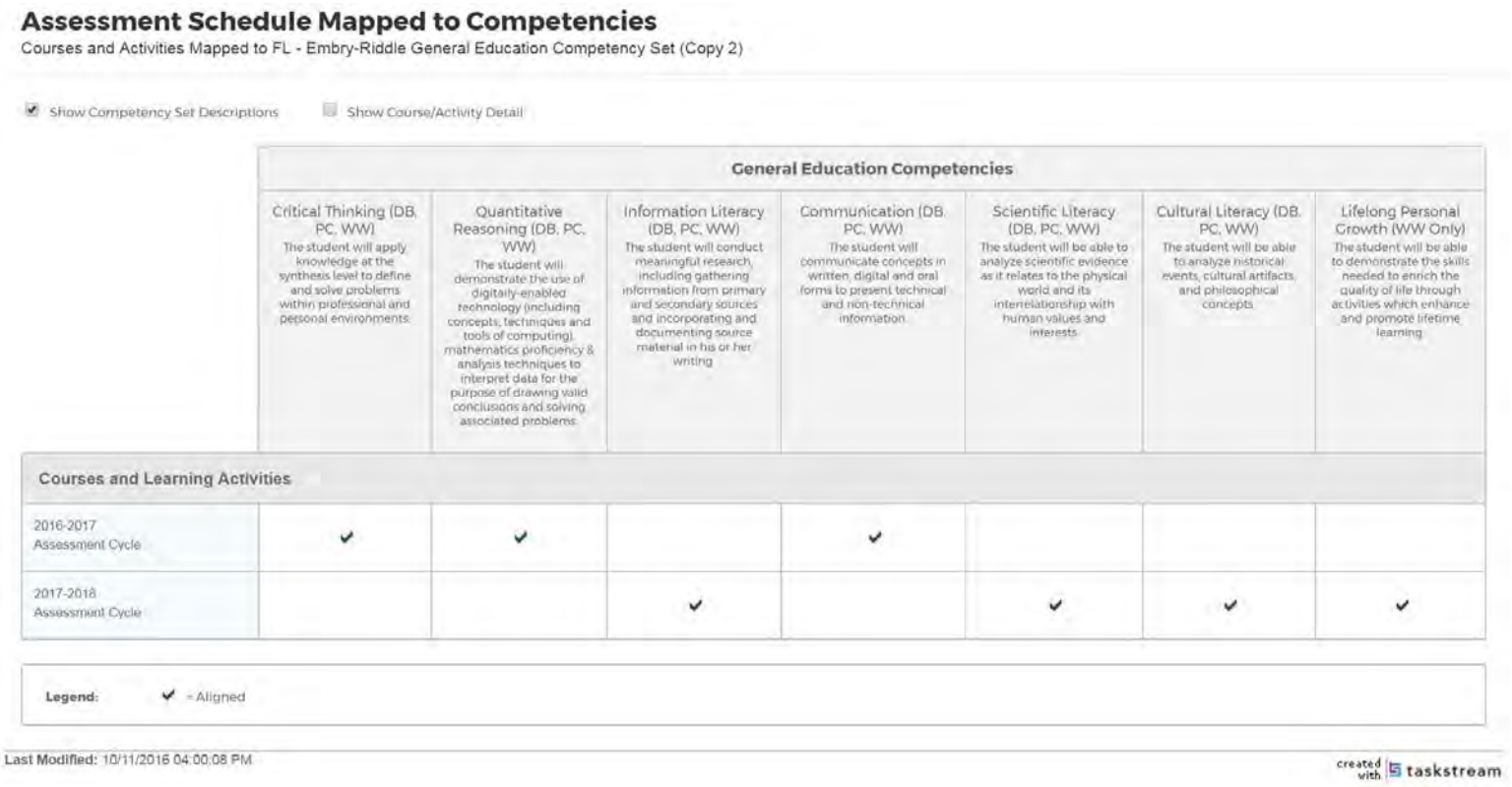
Assessment Schedule

Mapping Matrixs

Assessment Schedule Mapped to Competencies

[Print View] [PDF]

Alignment Set: FL - Embry-Riddle General Education Competency Set (Copy 2)
Created: 10/11/2016 3:58:50 pm EDT
Last Modified: 10/11/2016 4:00:08 pm EDT



Assessment Schedule Mapped to Competencies

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

☑ Show Competency Set Descriptions ☐ Show Course/Activity Detail

	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.	Lifelong Personal Growth (WW Only) The student will be able to demonstrate the skills needed to enrich the quality of life through activities which enhance and promote lifetime learning.
Courses and Learning Activities							
2016-2017 Assessment Cycle	✔	✔		✔			
2017-2018 Assessment Cycle			✔		✔	✔	✔

Legend: ✔ = Aligned

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

created with taskstream

Gen Ed Assessment Schedule

[Print View] [PDF]

Alignment Set: General Education Outcome Set
Created: 09/30/2013 10:53:43 am EDT
Last Modified: 10/11/2016 3:57:38 pm EDT

Gen Ed Assessment Schedule

Courses and Activities Mapped to General Education Outcome Set

Show Outcome Descriptions Show Course/Activity Detail

Courses and Learning Activities	Outcome									
	WW_BSCE_PO_01 Mathematical Reasoning. Apply knowledge of college level mathematics to defining and solving problems.	WW_BSCE_PO_02 Quantitative Analysis. Apply statistical methods in the analysis and interpretation of data for the purpose of drawing valid conclusions relating to the solutions of problems.	WW_BSCE_PO_03 Written Communication. Communicate ideas in written form in both technical and non-technical areas.	WW_BSCE_PO_04 Oral and Visual Communication. Communicate ideas in non-written form, such as through oral presentations or visual media.	WW_BSCE_PO_05 Ethical and Social Responsibility. Recognize the importance of professional, ethical and social responsibility.	WW_BSCE_PO_06 Environmental Awareness. Understand the natural world, to include the impact of the environment on aerospace operations and aerospace operations on the environment, as well as everyday life and professional experiences.	WW_BSCE_PO_07 Technological Literacy. Use digitally-enabled technology to organize and manipulate data, perform calculations, aid in solving problems, and communicate solutions, ideas and concepts.	WW_BSCE_PO_08 Scientific Reasoning. Use scientific information in critical thinking and decision-making processes.	WW_BSCE_PO_09 Teamwork. Function on multi-cultural and/or multi-disciplinary teams.	WW_BSCE_PO_10 Economic Reasoning. Apply economic principles to identify, formulate, and solve problems within professional and personal environments.
2013-14 Assessment Cycle					✔			✔		
2014-15 ASSESSMENT CYCLE		✔	✔							
2015-16 ASSESSMENT CYCLE			✔		✔			✔		
2016-2017 Assessment Cycle	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Legend: ✔ = Aligned

Last Modified: 10/11/2016 03:57:38 PM

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Additional Information (Optional)

2015-2016 Assessment Cycle

Contact Information

Form: Contact Information

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

Contact Name

First	Last
Thomas	Sieland

Email

sielandt@erau.edu

Phone Number

770-499-8017

Assessment Plan

Measures

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: RSCH 202 - Activity 5.6 - Assignment: Final Literature Review

Course level; Direct - Student Artifact

Details/Description:	The RSCH 202 course gives students a thorough introduction to research processes and techniques, equips them to learn other techniques and do research in future courses and their professional lives, and provides them with the knowledge to evaluate research done by others. Topics covered include the purposes of research, defining research

	and research problems, defining a hypothesis, problem solving and knowledge discovery, methods of quantitative and qualitative research, conducting literature reviews, designing appropriate methodologies, evaluating outcomes, analysis and communicating the results. The literature review assignment is a step-by-step process that involves the identification of published and unpublished work from secondary data sources on the topic of interest, the evaluation of this work in relation to the problem, and the documentation of the work.
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the final literature review.
Timeframe of Data Collection:	October 2015 - January 2016
Key/Responsible Personnel:	Donna Roberts, Course Monitor

Outcome: Communication (DB, PC, WW)

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

Measure: ENGL 221 - Technical Report Writing_Activity 9.1

Course level; Direct - Student Artifact

Details/Description:	ENGL 221 introduces students to the preparation of formal and informal technical reports, abstracts, proposals, instructions, professional correspondence and other forms of technical communication. Major emphasis is placed on the long technical report and the acquisition of advanced writing skills. Part of this course involves student writing a formal, researched and documented report with aesthetically pleasing title page, a letter of transmittal, tables of content and of tables and figures, an informative abstract, and clearly identified sections with headings throughout the report (Activity 9.1).

Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the final report.
Timeframe of Data Collection:	December 2015 - March 2016
Key/Responsible Personnel:	Dr. Maryam El-Shall, course monitor/developer 2015; Ann Marie Ade, Discipline Chair English and Speech; Ron Serra, Assistant Professor, course monitor/developer 2016.

Measure: HUMN 330 – Values and Ethics_Reflective Essay

Course level; Direct - Student Artifact

Details/Description:	The objective of the reflection paper assignment is for students to relate the material from the textbook readings and course discussions to the experiences in their lives. Students develop a statement that encompasses an overall picture of their values and ethics and are encouraged to address the type of person they want to become.
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the Reflection Paper.
Timeframe of Data Collection:	December 2015 - March 2016.
Key/Responsible Personnel:	Dr. Debra Bourdeau, course monitor/developer; Ron Serra, Assistant Professor, collection of data.

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: Assessing Critical Thinking in an Environmental Science Course - Content Goal

Course level; Direct - Other

Details/Description:	In our new PHYS 142 Introduction to Environments Science course, we included a critical thinking discussion in each of the 9 modules of the course.

	The student submissions for each discussion will be graded by using a rubric and the score for each student will be range from 0 and 100. Thus we have a score for each student for each module discussion and we can treat the first 8 discussions as an exam with 8 questions (one for each discussion). This procedure will allow us to set a general and content goal for the assessment. We will harvest the results for the 8 discussions in Canvas and evaluate the results across all modalities collectively and then by individual modalities (Lecture, Blended Learning Lecture, EagleVision Classroom, Blended Learning EagleVision Classroom, EagleVision Home, Blended Learning EagleVision Home, or Online). The goal is to see if there is a difference in learning based on modality. Collect data from sections of PHYS 142 being taught online, by EagleVision and at campuses in October – December 2015 time frame. Process the data on student performance and analyze the data to determine whether students demonstrate an acceptable level if critical thinking. The critical thinking discussions address Learning Outcomes 1 in the PHYS 142 course outline.
Criterion for Success:	Set a content goal that the average score for any single critical thinking discussion will not be less than 75%.
Timeframe of Data Collection:	Oct-Dec 2015
Key/Responsible Personnel:	Dr. Tom Sieland and Dr. John Bradham

Measure: Assessing Critical Thinking in an Environmental Science Course - General Goal

Course level; Direct - Other

Details/Description:	In our new PHYS 142 Introduction to Environments Science course, we included a critical thinking discussion in each of the 9 modules of the course. The student submissions for each discussion will be graded by using a rubric and the score for each student will be range from 0 and 100. Thus we have a score for each student for each module

	discussion and we can treat the first 8 discussions as an exam with 8 questions (one for each discussion). This procedure will allow us to set a general and content goal for the assessment. We will harvest the results for the 8 discussions in Canvas and evaluate the results across all modalities collectively and then by individual modalities (Lecture, Blended Learning Lecture, EagleVision Classroom, Blended Learning EagleVision Classroom, EagleVision Home, Blended Learning EagleVision Home, or Online). The goal is to see if there is a difference in learning based on modality. Collect data from sections of PHYS 142 being taught online, by EagleVision and at campuses in October – December 2015 time frame. Process the data on student performance and analyze the data to determine whether students demonstrate an acceptable level if critical thinking. The critical thinking discussions address Learning Outcomes 1 in the PHYS 142 course outline.
Criterion for Success:	Set an overall goal that 80% of the sections will have an average section grade of 75 or greater for the mock exam of 8 questions.
Timeframe of Data Collection:	Oct - Dec 2015
Key/Responsible Personnel:	Dr. Tom Sieland and Dr. John Bradham

Outcome: Cultural Literacy (DB, PC, WW)

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

Measure: Gen Ed Program Goal: Cultural Literacy

Course level; Direct - Student Artifact

Details/Description:	HUMN 210 – World Culture focuses on the cultural development of world societies including but not limited to religious, social, political, and philosophical arenas as all apply to contemporary circumstances. One of the major learning

	outcomes for the course is that students will research (in writing), through examination and analysis of primary and secondary sources, a country or specific society and its customs and practices while highlighting overall cultural contributions to a global world society (Activity 8.5).
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the research paper.
Timeframe of Data Collection:	December 2015 - March 2016.
Key/Responsible Personnel:	Dr. Maryam El-Shall, Course Monitor; Kara Fontenot, Discipline Chair Humanities; Ron Serra, Assistant Professor, collection of data.

Measure: Gen Ed Program Goal: Information Literacy

Course level; Direct - Student Artifact

Details/Description:	ENGL 221 - Technical Report Writing introduces students to the preparation of formal and informal technical reports, abstracts, proposals, instructions, professional correspondence and other forms of technical communication. Major emphasis is placed on the long technical report and the acquisition of advanced writing skills. Part of this course involves student writing a formal, researched and documented report with aesthetically pleasing title page, a letter of transmittal, tables of content and of tables and figures, an informative abstract, and clearly identified sections with headings throughout the report (Activity 9.1).
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the final report.
Timeframe of Data Collection:	December 2015 - March 2016
Key/Responsible Personnel:	Dr. Maryam El-Shall, Course Monitor/Developer 2015; Ann Marie Ade, Discipline Chair English and Speech; Ron Serra, Assistant Professor, course monitor/developer 2016.

Measure: Gen Ed Program Goal: Lifelong Personal Growth

Course level; Direct - Student Artifact

Details/Description:	HUMN 330 – Values and Ethics Reflection Paper: The objective of this assignment (9.1) is for students to relate the material from the textbook readings and course discussions to the experiences in their lives. Students develop a statement that encompasses an overall picture of their values and ethics and are encouraged to address the type of person they want to become.
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the Reflection Paper (9.1).
Timeframe of Data Collection:	December 2015 - March 2016.
Key/Responsible Personnel:	Dr. Debra Bourdeau, Course Monitor/Developer, Kara Fontenot, Discipline Chair Humanities; Ron Serra, Assistant Professor, collection of data.

Measure: HUMN 210 – World Culture_Activity 8.5

Course level; Direct - Student Artifact

Details/Description:	HUMN 210 focuses on the cultural development of world societies including but not limited to religious, social, political, and philosophical arenas as all apply to contemporary circumstances. One of the major learning outcomes for the course is that students will research (in writing), through examination and analysis of primary and secondary sources, a country or specific society and its customs and practices while highlighting overall cultural contributions to a global world society (Activity 8.5).
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the research paper (8.5).
Timeframe of Data Collection:	December 2015 - March 2016.
Key/Responsible Personnel:	Dr. Maryam El-Shall, course monitor; Kara Fontenot, Discipline Chair Humanities; Ron Serra, Assistant Professor, data collection.

Measure: HUMN 330 – Values and Ethics_Reflective Essay

Course level; Direct - Student Artifact

Details/Description:	Reflection Paper: The objective of this assignment (9.1) is for students to relate the material from the textbook readings and course discussions to the experiences in their lives. Students develop a statement that encompasses an overall picture of their values and ethics and are encouraged to address the type of person they want to become.
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the Reflection Paper (9.1).
Timeframe of Data Collection:	December 2015 - March 2016.
Key/Responsible Personnel:	Dr. Debra Bourdeau, Course Monitor/Developer, Kara Fontenot, Discipline Chair Humanities; Ron Serra, Assistant Professor, collection of data.

General Education Outcome Set

Outcome

Outcome: WW_BSGE_PO_03

Written Communication:

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

Measure: ENGL 221 Technical Report Writing_Activity 9.1

Course level; Direct - Student Artifact

Details/Description:	ENGL 221 introduces students to the preparation of formal and informal technical reports, abstracts, proposals, instructions, professional correspondence and other forms of technical communication. Major emphasis is placed on the long technical report and the acquisition of advanced writing skills. Part of this course involves student writing a formal, researched and documented report with

	aesthetically pleasing title page, a letter of transmittal, tables of content and of tables and figures, an informative abstract, and clearly identified sections with headings throughout the report (Activity 9.1).
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the final report.
Timeframe of Data Collection:	December 2015 - March 2016
Key/Responsible Personnel:	Dr. Maryam El-Shall, Course Monitor/Developer 2015; Ann Marie Ade, Discipline Chair English and Speech; Ron Serra, Assistant Professor, course monitor/developer 2016.

Measure: HUMN 330 – Values and Ethics_Reflective Essay

Course level; Direct - Student Artifact

Details/Description:	Reflection Paper: The objective of this assignment is for students to relate the material from the textbook readings and course discussions to the experiences in their lives. Students develop a statement that encompasses an overall picture of their values and ethics and are encouraged to address the type of person they want to become.
Criterion for Success:	Criterion for Success: Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the Reflection Paper (9.1).
Timeframe of Data Collection:	December 2015 - March 2016.
Key/Responsible Personnel:	Dr. Debra Bourdeau, Course Monitor/Developer, Kara Fontenot, Discipline Chair Humanities; Ron Serra, Assistant Professor, collection of data.

Outcome: WW_BSGE_PO_05

Ethical and Social Responsibility:

Recognize the importance of professional, ethical and social responsibility.

Measure: HUMN 330 – Values and Ethics_Reflective Essay

Course level; Direct - Student Artifact

Details/Description:	Reflection Paper: The objective of this assignment is for students to relate the material from the textbook readings and course discussions to the experiences in their lives. Students develop a statement that encompasses an overall picture of their values and ethics and are encouraged to address the type of person they want to become.
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the Reflection Paper.
Timeframe of Data Collection:	December 2015 - March 2016
Key/Responsible Personnel:	Dr. Debra Bourdeau, Course Monitor/Developer, Kara Fontenot, Discipline Chair Humanities; Ron Serra, Assistant Professor, collection of data.

Outcome: WW_BSGE_PO_08

Scientific Reasoning:

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

Measure: Assessing Critical Thinking in an Environmental Science Course - Content Goal

Course level; Direct - Other

Details/Description:	In our new PHYS 142 Introduction to Environments Science course, we included a critical thinking discussion in each of the 9 modules of the course. The student submissions for each discussion will be graded by using a rubric and the score for each student will be range from 0 and 100. Thus we have a score for each student for each module discussion and we can treat the first 8 discussions as an exam with 8 questions (one for each discussion). This procedure will allow us to set a general and content goal for the assessment. We will harvest the results for the 8 discussions in Canvas and evaluate the results across all modalities collectively and then by individual modalities (Lecture, Blended Learning Lecture,

	EagleVision Classroom, Blended Learning EagleVision Classroom, EagleVision Home, Blended Learning EagleVision Home, or Online). The goal is to see if there is a difference in learning based on modality. Collect data from sections of PHYS 142 being taught online, by EagleVision and at campuses in October – December 2015 time frame. Process the data on student performance and analyze the data to determine whether students demonstrate an acceptable level if critical thinking. The critical thinking discussions address Learning Outcomes 1 in the PHYS 142 course outline.
Criterion for Success:	Set a content goal that the average score for any single critical thinking discussion will not be less than 75%.
Timeframe of Data Collection:	Oct-Dec 2015
Key/Responsible Personnel:	Dr. Tom Sieland and Dr. John Bradham

Measure: Assessing Critical Thinking in an Environmental Science Course - General Goal

Course level; Direct - Other

Details/Description:	In our new PHYS 142 Introduction to Environments Science course, we included a critical thinking discussion in each of the 9 modules of the course. The student submissions for each discussion will be graded by using a rubric and the score for each student will be range from 0 and 100. Thus we have a score for each student for each module discussion and we can treat the first 8 discussions as an exam with 8 questions (one for each discussion). This procedure will allow us to set a general and content goal for the assessment. We will harvest the results for the 8 discussions in Canvas and evaluate the results across all modalities collectively and then by individual modalities (Lecture, Blended Learning Lecture, EagleVision Classroom, Blended Learning EagleVision Classroom, EagleVision Home, Blended Learning EagleVision Home, or Online). The goal is to see if there is a difference in learning based on

	modality. Collect data from sections of PHYS 142 being taught online, by EagleVision and at campuses in October – December 2015 time frame. Process the data on student performance and analyze the data to determine whether students demonstrate an acceptable level if critical thinking. The critical thinking discussions address Learning Outcomes 1 in the PHYS 142 course outline.
Criterion for Success:	Set an overall goal that 80% of the sections will have an average section grade of 75 or greater for the mock exam of 8 questions.
Timeframe of Data Collection:	Oct - Dec 2015
Key/Responsible Personnel:	Dr. Tom Sieland and Dr. John Bradham

Outcome: WW_BSGE_PO_12

Social Awareness:

Understand contemporary issues in society.

Measure: Gen Ed Program Goal: Cultural Literacy

Course level; Direct - Student Artifact

Details/Description:	HUMN 210 – World Culture focuses on the cultural development of world societies including but not limited to religious, social, political, and philosophical arenas as all apply to contemporary circumstances. One of the major learning outcomes for the course is that students will research (in writing), through examination and analysis of primary and secondary sources, a country or specific society and its customs and practices while highlighting overall cultural contributions to a global world society (Activity 8.5).
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the research paper.

Timeframe of Data Collection:	December 2015 - March 2016
Key/Responsible Personnel:	Dr. Maryam El-Shall, Course Monitor; Kara Fontenot, Discipline Chair Humanities; Ron Serra, Assistant Professor, collection of data.

Measure: Gen Ed Program Goal: Information Literacy

Course level; Direct - Student Artifact

Details/Description:	ENGL 221 - Technical Report Writing introduces students to the preparation of formal and informal technical reports, abstracts, proposals, instructions, professional correspondence and other forms of technical communication. Major emphasis is placed on the long technical report and the acquisition of advanced writing skills. Part of this course involves student writing a formal, researched and documented report with aesthetically pleasing title page, a letter of transmittal, tables of content and of tables and figures, an informative abstract, and clearly identified sections with headings throughout the report (Activity 9.1).
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the final report.
Timeframe of Data Collection:	December 2015 - March 2016.
Key/Responsible Personnel:	Dr. Maryam El-Shall, Course Monitor/Developer 2015; Ann Marie Ade, Discipline Chair English and Speech; Ron Serra, Assistant Professor, course monitor/developer 2016.

Measure: Gen Ed Program Goal: Lifelong Personal Growth

Course level; Direct - Student Artifact

Details/Description:	HUMN 330 – Values and Ethics Reflection Paper: The objective of this assignment is for students to relate the material from the textbook readings and course discussions to the

Criterion for Success:	experiences in their lives. Students develop a statement that encompasses an overall picture of their values and ethics and are encouraged to address the type of person they want to become. Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the Reflection Paper.
Timeframe of Data Collection:	December 2015 - March 2016.
Key/Responsible Personnel:	Dr. Debra Bourdeau, Course Monitor/Developer, Kara Fontenot, Discipline Chair Humanities; Ron Serra, Assistant Professor, collection of data.

Outcome: WW_BSGE_PO_13

Multicultural Competence:

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

Measure: HUMN 210 – World Culture_Activity 8.5

Course level; Direct - Student Artifact

Details/Description:	HUMN 210 focuses on the cultural development of world societies including but not limited to religious, social, political, and philosophical arenas as all apply to contemporary circumstances. One of the major learning outcomes for the course is that students will research (in writing), through examination and analysis of primary and secondary sources, a country or specific society and its customs and practices while highlighting overall cultural contributions to a global world society (Activity 8.5).
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the research paper.
Timeframe of Data Collection:	December 2015 - March 2016.
Key/Responsible Personnel:	Dr. Maryam El-Shall, course monitor; Kara Fontenot, discipline chair Humanities; Ron Serra, Assistant Professor, data collection.

Outcome: WW_BSGE_PO_14

Information Literacy:

Conduct and report research in accordance with professional standards.

Measure: ENGL 221 - Technical Report Writing_Activity 9.1

Course level; Direct - Student Artifact

Details/Description:	ENGL 221 introduces students to the preparation of formal and informal technical reports, abstracts, proposals, instructions, professional correspondence and other forms of technical communication. Major emphasis is placed on the long technical report and the acquisition of advanced writing skills. Part of this course involves student writing a formal, researched and documented report with aesthetically pleasing title page, a letter of transmittal, tables of content and of tables and figures, an informative abstract, and clearly identified sections with headings throughout the report (Activity 9.1).
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the final report.
Timeframe of Data Collection:	December 2015 - March 2016.
Key/Responsible Personnel:	Dr. Maryam El-Shall, Course Monitor/Developer 2015; Ann Marie Ade, Discipline Chair English and Speech; Ron Serra, Assistant Professor, course monitor/developer 2016.

Measure: RSCH 202 - Activity 5.6 - Assignment: Final Literature Review

Course level; Direct - Student Artifact

Details/Description:	The RSCH 202 course gives students a thorough introduction to research processes and techniques, equips them to learn other techniques and do research in future courses and their professional lives, and provides them with the knowledge to evaluate research done by others. Topics covered include the purposes of research, defining research

	and research problems, defining a hypothesis, problem solving and knowledge discovery, methods of quantitative and qualitative research, conducting literature reviews, designing appropriate methodologies, evaluating outcomes, analysis and communicating the results. The literature review assignment is a step-by-step process that involves the identification of published and unpublished work from secondary data sources on the topic of interest, the evaluation of this work in relation to the problem, and the documentation of the work.
Criterion for Success:	Set an overall goal of 80% of the students achieving an overall grade of 75% or higher on the final literature review.
Timeframe of Data Collection:	October 2015 - January 2016
Key/Responsible Personnel:	Donna Roberts, Course Monitor

Supporting Attachments:

RSCH 202 Literature Review Rubric (File)

Additional/Ad-hoc Program Improvements (Optional)

Attachments