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 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
- [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

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

General Education Competencies

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

The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.	Communication (DB, PC, WW)
Scientific Literacy (DB, PC, WW) The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.	**Embry-Riddle General Education Competency Set:** Scientific Literacy (DB, PC, WW)
Cultural Literacy (DB, PC, WW) The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.	**Embry-Riddle General Education Competency Set:** Cultural Literacy (DB, PC, WW)
Collaborative Learning (DB, PC, WW) The student will be able to work effectively with others on diverse teams to produce quality written documents, oral presentations and/or meaningful projects. The student will assist in organizing others to accomplish a shared task, contribute actively to a group, and work to resolve any conflicts that occur.	No Mapping

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WW_General Education program

WW_Gen Ed Curriculum Map

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

	General Education Competencies						
	Critical Thinking (DB, PC, WW) The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.	Quantitative Reasoning (DB, PC, WW) The student will demonstrate the use of digitally-enabled technology (including concepts, techniques and tools of computing), mathematics proficiency & analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems.	Information Literacy (DB, PC, WW) The student will conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing.	Communication (DB, PC, WW) The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.	Scientific Literacy (DB, PC, WW) The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.	Cultural Literacy (DB, PC, WW) The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.	Collaborative Learning (DB, PC, WW) The student will be able to work effectively with others on diverse teams to produce quality written documents, oral presentations and/or meaningful projects. The student will assist in organizing others to accomplish a shared task, contribute actively to a group, and work to resolve any conflicts that occur.
Courses and Learning Activities							
ENGL 123￼ English Composition	I		I	I			
ENGL 143￼ Studies in Rhetorical Theory	I		I	I			
SPCH 219￼ Speech	I		I	I			I
ENGL 221￼ Technical Report Writing				I			I
ENGL 222￼ Business Communication	I		I	I			I
ENGL 223￼ Collaborative Writing and Presenting	I			I			P
ENGL 355￼ Creative Writing	I			I			
HUMN 142￼ Studies in Literature	I		I	I		I	
HUMN 210￼ World Culture	I		I	I		P	
HUMN 213￼ Introduction to Islamic Studies	I		I	I		P	
HUMN 220￼ Asian Studies	I		I	I		P	
HUMN 240￼ History of Communication Technologies	I		P	I		I	
HUMN 241￼ Introduction to Digital Humanities	I		I	I			
HUMN 300￼ World Literature	P		I	P			
HUMN 310￼ American Literaure	P		I	P			
HUMN 330￼ Values and Ethics	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.
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

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WW_Gen Ed Assessment Schedule

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

	General Education Competencies						
	Critical Thinking (DB, PC, WW) The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.	Quantitative Reasoning (DB, PC, WW) The student will demonstrate the use of digitally-enabled technology (including concepts, techniques and tools of computing), mathematics proficiency & analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems.	Information Literacy (DB, PC, WW) The student will conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing.	Communication (DB, PC, WW) The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.	Scientific Literacy (DB, PC, WW) The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.	Cultural Literacy (DB, PC, WW) The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.	Collaborative Learning (DB, PC, WW) The student will be able to work effectively with others on diverse teams to produce quality written documents, oral presentations and/or meaningful projects. The student will assist in organizing others to accomplish a shared task, contribute actively to a group, and work to resolve any conflicts that occur.
Courses and Learning Activities							
2016-2017 Assessment Cycle	✔	✔		✔			
2017-2018 Assessment Cycle			✔		✔	✔	
2018-2019 Assessment Cycle	✔	✔		✔			
2019-2020 Assessment Cycle			✔		✔	✔	✔
2020-2021 Assessment Cycle	✔	✔		✔			
2021-2022 Assessment Cycle			✔		✔	✔	✔
2022-2023 Assessment Cycle	✔	✔		✔			

Legend :   ✔ = Aligned

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2017-2018 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: Information Literacy: RSCH 202--Literature Review (Final)
Course level Direct - Student Artifact

Details/Description:	The Literature Review Assignment builds on the previous annotated bibliography assignment. The primary purpose of this assignment is to help students understand that the literature review is an integral part of any research project and how it lays the groundwork for the further investigation they will do.
Criterion for Success:	Criteria for Success: 80% of the students score 70% or higher
Timeframe of Data Collection:	January 2018
Key/Responsible Personnel:	Donna Roberts

Results for Information Literacy: RSCH 202--Literature Review (Final)

Summary of Results:	84% of students scored 70% or higher on this measure.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Met

Sample Size/ Number of Students Assessed:	January 2018 term – 20 sections, 407 students
Proposed Improvements:	The department has recently initiated a faculty mentoring program to provide resources, facilitate the sharing of best practices, engage in course monitoring and assist faculty in the successful presentation of the material in this challenging course. The faculty mentors will provide guidance on this important deliverable to help ensure the continued attainment of the associated learning outcome.

Substantiating Evidence:

📎 RSCH Direct Results (Excel Workbook (Open XML))

▼ **Measure:** Information Literary: RSCH 202
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: | 75% of respondents will answer AGREE or STRONGLY AGREE |
| Timeframe of Data Collection: | October 2017 term |
| Key/Responsible Personnel: | Donna Roberts |

Results for Information Literary: RSCH 202

Summary of Results:

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

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

Note: This should have read: 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.
QUANTITATIVE LITERACY WAS ACTUALLY MEASURED (not Information Literacy) as a result.

Criterion for Success :
75% of respondents will answer AGREE or STRONGLY AGREE

Timeframe of Data Collection :
October 2017

Results :

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

Sample Size/ Number of Students Assessed:

Sample Size/ Number of Students Assessed: 190

Proposed Improvements:

Substantiating Evidence:

📎 RSCH 202 Indirect Results (Excel Workbook (Open XML))

Outcome: Scientific Literacy (DB, PC, WW)

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

▼ **Measure:** Scientific Literacy: MATH 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 MATH 222 students "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 student respondents agree or strongly agree with the statement "The textbook and/or assigned readings were relevant and supported the learning objectives," question 18 on the End of Course Evaluation.
Timeframe of Data Collection:	January 2018 term.
Key/Responsible Personnel:	Primary - Bobby L. McMasters

Results for Scientific Literacy: MATH 222 Business Statistics

Summary of Results:	64% of online student respondents agree or strongly agree with the statement "The textbook and/or assigned readings were relevant and supported the learning objectives," question 18 on the End of Course Evaluation.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Not Met
Sample Size/ Number of Students Assessed:	For the January 2018 term, Online, three class sections consisting of 53 students.

Proposed Improvements:	The current MATH 222 textbook (Tintle, Nathan et al. (2016) Introduction to statistical investigations with WileyPLUS access card (1st edition). Hoboken, NJ: John Wiley & Sons, Inc.) and assigned readings/homework/quizzes/exams will be reviewed by the Course Developer; and restructured/changed/edited etc. to support improved student assessment scores. In addition, the MATH 222 course will be updated to support a new textbook edition.

Substantiating Evidence:

ⓘMATH_222_Supporting_Documentation (Adobe Acrobat Document)

Supporting documentation/data for MATH 222 January 2018 assessment.

▼ **Measure:** Scientific Literacy: MATH 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 MATH 222 students, completing a new "Simulation Based Inference" course in statistics, "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 2018 term.
Key/Responsible Personnel:	Primary - Bobby L. McMasters

Supporting Attachments:

ⓘEnd of Course Evaluation - MATH 222 Bus. Statistics (Adobe Acrobat

Document)

Results for Scientific Literacy: MATH 222 Business Statistics

Summary of Results:	72% of online students scored 70% or higher on the Final Exam. The assessment standard is met; the Final Exam was found relevant and supported the learning objectives.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	For the January 2018 term, Online, three class sections consisting of 53 students.
Proposed Improvements:	The current MATH 222 textbook (Tintle, Nathan et al. (2016) Introduction to statistical investigations with WileyPLUS access card (1st edition). Hoboken, NJ: John Wiley & Sons, Inc.) and assigned readings/homework/quizzes/exams will be reviewed by the Course Developer; and restructured/changed/edited etc. to support improved student assessment scores. In addition, the MATH 222 course will be updated to support a new textbook edition.

Substantiating Evidence:

ⓘ MATH_222_Supporting_Documentation (Adobe Acrobat Document)

Supporting documentation/data for MATH 222 January 2018 assessment.

Measure: Scientific Literacy: MATH 106 (Algebra and Trigonometry)
Course level Direct - Exam

Details/Description:	Midterm exam scores reflect the foundational knowledge necessary for success in subsequent

mathematics courses which contain significant overlap with the second half of MATH 106

Criterion for Success:	At least 80% of students who complete the course have midterm exam scores at 75% or better.
Timeframe of Data Collection:	October 2017 and January 2018 terms
Key/Responsible Personnel:	Beverly Wood

Results for Scientific Literacy: MATH 106 (Algebra and Trigonometry)

Summary of Results:	80.35% of the students taking the midterm exam earned a score of at least 75%.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Met
Sample Size/ Number of Students Assessed:	For the October 2017 and January 2018 terms, consisting of 499 students.
Proposed Improvements:	Additional resources for the even more basic mathematical knowledge that may have been lacking for the 19 students who did not even take the midterm exam.

Substantiating Evidence:

📎 MATH 106 direct assessment data (Excel Workbook (Open XML))

▼ **Measure:** Scientific Literacy: MATH 106 (Algebra and Trigonometry)
Course level Indirect - Survey

Details/Description:	The following statement will be added to student End of Course surveys:

This course has 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:	75% of respondents will answer AGREE or STRONGLY AGREE
Timeframe of Data Collection:	October 2017 - January 2018
Key/Responsible Personnel:	Beverly Wood

Results for Scientific Literacy: MATH 106 (Algebra and Trigonometry)

Summary of Results:	78% of student respondents Agree or Strongly Agree with the statement "This course has improved my ability to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests" on the End of Course Evaluation. Results : Attainment level: Criterion for Success (not met/ met/ exceeded): Met, 78% > 75%
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Met
Sample Size/ Number of Students Assessed:	Sample Size/ Number of Students Assessed : For the October 2017 - January 2018 terms, there were 640 students who responded to the EOC.
Proposed Improvements:	none

Substantiating Evidence:

ⓘ MATH 106 indirect assessment data (Adobe Acrobat Document)

▼ **Measure:** Scientific Literacy: PHYS 102
Course level Direct - Student Artifact

Details/Description:	Module 2 Experiment: Motion, Post-Lab Question #5. This post-lab question was chosen because it requires the student to not only understand the physics concepts and apply them to the immediate problem at hand but to also to apply the concept in a new scenario.
Criterion for Success:	Application Goal: 75% of students score 80% or more of available point Humanistic Goal: 90% of students attempted the question
Timeframe of Data Collection:	August 2017
Key/Responsible Personnel:	JR Hanamean (primary); Emily Faulconer

Supporting Attachments:

ⓘEOC Survey Question for WW_GenEd_PHYS 102 Course_ PO_05 (Adobe Acrobat Document)

Results for Scientific Literacy: PHYS 102

Summary of Results:	We achieved both the application and the humanistic goals. From the October 2017 term, 92.59% of students enrolled in PHYS 102 completed the Module 2 Post-Lab #5 question. 79.63% of students earned at least 80% of the available points.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	270 students
Proposed Improvements:	While the overall averages achieved the goals, some sections dipped below the goals. In the next assessment cycle, we propose directly measuring scientific literacy at this same point and later in the term to see if gains occur as a result of progressing

through the course. (This direct assessment occurred in Module 2.)

Substantiating Evidence:

📎 Raw Data & Analysis (Excel Workbook (Open XML))

Raw data for direct and indirect measures.

▼ **Measure:** Scientific Literacy: PHYS 102
Course level Indirect - Survey

Details/Description: As an indirect measure of scientific literacy, we will add standardized question(s) to the end of course evaluation. This data will support the direct assessment.

Criterion for Success: 75% of respondents will reply in the "Agree" or "Strongly Agree" categories.

Timeframe of Data Collection: August 2017

Key/Responsible Personnel: JR Hanamean (primary) and Emily Faulconer

Results for Scientific Literacy: PHYS 102

Summary of Results: As an indirect measure of scientific literacy, we included a custom LIKERT question on the end of course evaluation: this course has improved my ability to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests. Of the 270 students enrolled in the course during the October term, 222 completed the end of course evaluation. The goal was 75% of respondents would indicate "agree" or "strongly agree" with this custom question. The outcome was 91.9% of

students indicated "agree" or "strongly agree".

Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	222
Proposed Improvements:	We far exceeded our goal. The response rate was very strong (82% of enrolled students completed the end of course evaluation). We will set a more aggressive goal in this category for the next assessment cycle.

Measure: Scientific Literacy: RSCH 202--Research Methodology
Course level Direct - Student Artifact

Details/Description:	The primary purpose of this Research Methodology Assignment is to give students experience in determining appropriate research methods to be used with the research question and hypotheses they have developed and with the type data they would need to collect to answer their question. In this activity students create a report that has the following paragraphs: Study Design, Population and Sample, Variables and Measures, Data Collection Methods, and Data Analysis Methods.
Criterion for Success:	80% of the students score 70% or higher
Timeframe of Data Collection:	October 2017 and January 2018 term
Key/Responsible Personnel:	Donna Roberts

Results for Scientific Literacy: RSCH 202--Research Methodology

Summary of Results:	78% of students scored 70% or higher on this measure.
Results :	Attainment level: Criterion for Success (not

met/ met/ exceeded): Not Met

Sample Size/ Number of Students Assessed:	October 2017 – 13 section and January 2018 term – 20 sections, 663 students total
Proposed Improvements:	The department has recently initiated a faculty mentoring program to provide resources, facilitate the sharing of best practices, engage in course monitoring and assist faculty in the successful presentation of the material in this challenging course. The faculty mentors will provide specific guidance and resources on this important deliverable to help improve the attainment of the associated learning outcome for a greater number of students. The team will review the guidelines and resources provided to students and implement improvements in the course materials.

Substantiating Evidence:

📎 RSCH Direct Results (Excel Workbook (Open XML))

▼ **Measure:** Scientific Literacy: RSCH 202--Research Methodology
Course level Indirect - Survey

Details/Description:	The following statement will be added to End of Course evaluations for student response: This course has 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:	75% of respondents will answer AGREE or STRONGLY AGREE.
Timeframe of Data	October 2017

Collection:
Key/Responsible
Personnel: Donna Roberts

Results for Scientific Literacy: RSCH 202--Research Methodology

Summary of Results: Details/Description :
                             The following statement will be added to End
                             of Course surveys for student response:

                             This course has 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 :
                             75% of respondents will AGREE or
                             STRONGLY AGREE

                             Timeframe of Data Collection :
                             January 2018 (please note this is a change
                             from the plan of October. The question was
                             not included on October EOC surveys, but
                             was included from January forward).

                             Key/Responsible Personnel :
                             Donna Roberts

                             Results
                             Attainment level: Criterion for Success (not
                             met/ met/ exceeded): Not met (but very
                             close) 73.42%

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

Sample Size/ Number of   Sample Size/ Number of Students Assessed:
Students Assessed: 261

Proposed Improvements: Proposed Improvements Review the
                             assignments related to data analysis and
                             assess if adjustments, additions or
                             supplements should be added to enhance
                             learning. Consider the incorporation of
                             video tutorials.

Substantiating Evidence:

📎 RSCH 202 Indirect Results (Excel Workbook (Open XML))

Outcome: Cultural Literacy (DB, PC, WW)
The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.

▼ **Measure:** Cultural Literacy: HUMN 210 (World Culture)
Course level Direct - Student Artifact

Details/Description:	The final research paper asks students to demonstrate their understanding of culture as a broad concept that includes both artistic works as well as customs, daily practices and a society's worldview and presuppositions.
Criterion for Success:	80% of the class earns a 70 or above
Timeframe of Data Collection:	October 2017
Key/Responsible Personnel:	Maryam El-Shall

Results for Cultural Literacy: HUMN 210 (World Culture)

Summary of Results:	A total of 90 artifacts (Final Research Paper) were assessed from 5 sections of HUMN210 from the October 2017 term. Of the 90 artifacts collected, 96.66% students scored above 70% on the Final Research Paper; thus, the goal of 80% of the class scoring a 70 or above on the essay assignment is met and

exceeded.

|	
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	90 student essay scores
Proposed Improvements:	None

Substantiating Evidence:

📎 2017-2018 HUM210 Assessment Plan and Results (Word Document (Open XML))

📎 2017-2018 HUM210 Final Research Paper scores (Excel Workbook (Open XML))

▼ **Measure:** Cultural Literacy: HUMN 210 (World Culture)
Course level Indirect - Survey

Details/Description:	In the end of course surveys, students will reflect on their understanding of world culture and assess their own learning. They will be asked to respond to this statement: This course has improved my ability to analyze historical events, cultural artifacts, and philosophical concepts.
Criterion for Success:	80% strongly agree or agree
Timeframe of Data Collection:	October 2017
Key/Responsible Personnel:	Maryam El-Shall

Results for Cultural Literacy: HUMN 210 (World Culture)

Summary of Results:	A total of 77 respondents from 5 course sections answered the assessment question

in HUMN210's end-of-term student survey from the October 2017 term. Of 77 respondents, 67 respondents (87.01%) met the criteria of answering "agree" or "strongly agree;" thus, the goal of an 80% response rate is met and exceeded.

|	
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	77 respondents
Proposed Improvements:	None

Substantiating Evidence:

📎 2017-2018 HUM210 Assessment Plan and Results: Indirect (Word Document (Open XML))

📎 2017-2018 HUM210 Survey Results (Excel Workbook (Open XML))

▼ **Measure:** Cultural Literacy: HUMN 330 (Values and 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:	75% of respondents will answer AGREE or STRONGLY AGREE
Timeframe of Data Collection:	October 2017
Key/Responsible Personnel:	Donna Roberts

Results for Cultural Literacy: HUMN 330 (Values and Ethics)

Summary of Results:	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 : 75% of respondents will answer AGREE or STRONGLY AGREE
	Timeframe of Data Collection : October 2017
	Attainment level: Criterion for Success (not met/ met/ exceeded):Exceeded 85.67%
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	Sample Size/ Number of Students Assessed: 269
Proposed Improvements:	None

Substantiating Evidence:

> 📎 HUMN 330 Indirect Results (Excel Workbook (Open XML))

▼ **Measure:** Cultural Literacy: HUMN 330 (Values and Ethics): The Ethics of Japanese-American Internment During WWII
Course level Direct - Student Artifact

Details/Description:	Students watch a short video on the Japanese-American Internment during WWII and engage in discussion answering the following questions: Was the internment morally justified? Was the paying of

reparations? Is it an example of cultural relativism during its era? Are there any examples today when the US might be practicing or engaging in cultural relativism to morally justify our behavior (foreign or domestic policies)?

Criterion for Success:	80% of the students score 70% or higher
Timeframe of Data Collection:	October 2017-January 2018
Key/Responsible Personnel:	Donna Roberts

Results for Cultural Literacy: HUMN 330 (Values and Ethics): The Ethics of Japanese-American Internment During WWII

Summary of Results:	This course was redeveloped, and the updated version was launched in the October 2017 term. The assignment targeted in this assessment was removed from the course and consequently no data was available for analysis.
Sample Size/ Number of Students Assessed:	
Proposed Improvements:	

Outcome: 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.

▼ **Measure:** Lifelong Personal Growth: ENGL 123
Course level Indirect - Survey

Details/Description:	The following statement will be added to student

End of Course surveys:

This course has improved my ability to demonstrate the skills needed to enrich the quality of life through activities which enhance and promote lifetime learning.

Criterion for Success:	80% of respondents will answer AGREE or STRONGLY AGREE
Timeframe of Data Collection:	October 2017; November 2017 and January 2018 terms
Key/Responsible Personnel:	Zachary Dixon

Supporting Attachments:

ⓘ EOC Survey Question For WW_GenEd Outcome Lifelong Personal Growth (Adobe Acrobat Document)

Results for Lifelong Personal Growth: ENGL 123

Summary of Results:	A total of 700 respondents from 44 course sections answered the assessment question in ENGL123's end-of-term student survey from the October 2017, November 2017, and January 2018 terms. Of 700 respondents, 623 respondents (89%) met the criteria of answering "agree" or "strongly agree;" thus, the goal of an 80% response rate is met and exceeded.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded
Sample Size/ Number of Students Assessed:	700 respondents
Proposed Improvements:	None

Substantiating Evidence:

📎 2017-2018 ENGL123 Assessment Plan and Results: Indirect (Word Document (Open XML))

▼ **Measure:** Lifelong Personal Growth: ENGL 123 (Classical Argument)
Course level Direct - Student Artifact

Details/Description:	"Classical Argument Position Paper" Essay: The objective of this assignment is for students to articulate an argumentative position statement, compose a well rationalized and thoughtful defense of that position, and support their defense with adequate research-based evidence. These represent vital skills students need to navigate and compete in the information driven economies they occupy.
Criterion for Success:	Overall goal of an average course grade of 80% or higher on this essay assignment.
Timeframe of Data Collection:	October 2017 November 2017 January 2017
Key/Responsible Personnel:	Zachary Dixon

Results for Lifelong Personal Growth: ENGL 123 (Classical Argument)

|	
Summary of Results:	A total of 713 artifacts (Classical Argument Position Paper, Final Draft) were assessed from 44 sections of ENGL123 from the October 2017, November 2017, and January 2018 terms. Of 713 artifacts collected, the average student score was 87.0049%; thus, the goal of an average course grade of 80% or higher on the essay assignment is met and exceeded.
Results :	Attainment level: Criterion for Success (not

met/ met/ exceeded): Exceeded

Sample Size/ Number of Students Assessed:	713 student essay scores
Proposed Improvements:	None

Substantiating Evidence:

📎 2017-2018 ENGL123 Assessment Plan and Results: Direct (Word Document (Open XML))

📎 2017-2018 ENGL123 Classical Argument scores (Excel Workbook (Open XML))

Measure: Lifelong Personal Growth: HUMN 330 (Values and Ethics Reflection Paper)
Course level Direct - Student Artifact

Details/Description:	The objective of this assignment is for students to relate the material from the textbook readings and course discussions to experiences in their lives. First, they develop a statement that encompasses an overall picture of their values and ethics. Second, drawing on the various ethical frameworks they have studied in the course, they explain their ethical perspective. The final section of the paper asks students to think about their personal life and the way they were brought up in terms of a specific ethical framework or frameworks.
Criterion for Success:	80% of the students score 70% or higher
Timeframe of Data Collection:	October 2017 - January 2018
Key/Responsible Personnel:	Donna Roberts

Results for Lifelong Personal Growth: HUMN 330 (Values and

Ethics Reflection Paper)

Summary of Results:	86% of students scored 70% or higher on this measure.
Results :	Attainment level: Criterion for Success (not met/ met/ exceeded): Met
Sample Size/ Number of Students Assessed:	October 2017 – 15 section and January 2018 term – 19 sections, 803 students total
Proposed Improvements:	This General Education Competency is being eliminated and will no longer be measured.

Substantiating Evidence:

   📎 HUMN 330 Direct Results (Excel Workbook (Open XML))

▼ **Measure:** Lifelong Personal Growth: HUMN 330 (Values and 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 demonstrate the skills needed to enrich the quality of life through activities which enhance and promote lifetime learning.
Criterion for Success:	75% of respondents will AGREE or STRONGLY AGREE
Timeframe of Data Collection:	October 2017
Key/Responsible Personnel:	Donna Roberts

Results for Lifelong Personal Growth: HUMN 330 (Values and Ethics)

| Summary of Results: | Details/Description :
The following statement will be added to End of Course surveys for student response:

This course has improved my ability to demonstrate the skills needed to enrich the quality of life through activities which enhance and promote lifetime learning.

Criterion for Success :
75% of respondents will AGREE or STRONGLY AGREE

Timeframe of Data Collection :
October 2017

Key/Responsible Personnel :
Donna Roberts

Results
Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded 85.82 |
|---|---|
| Results : | Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded |
| Sample Size/ Number of Students Assessed: | Sample Size/ Number of Students Assessed: 269 |
| Proposed Improvements: | None |

Substantiating Evidence:

📎 HUMN 330 Indirect Results (Excel Workbook (Open XML))

Overall Reflection

No text specified

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