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 and leadership roles in service around the world.

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

- Preparing students for productive careers
- Preparing students for leadership roles in service around the world
- Technologically enriched environment
- Emphasize learning through collaboration and teamwork
- Concern for ethical and responsible behavior
- Cultivate analytical abilities
- Develop the professional skills needed for participation in a global community
- Facilitating the highest standards of academic achievement
- Facilitating knowledge discovery
- Providing an interpersonal environment that supports the unique needs of each individual
### General Education Competencies

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

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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**
# WW_Gen Ed Curriculum Map

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

<table>
<thead>
<tr>
<th>Courses and Learning Activities</th>
<th>Critical Thinking (DB, PC, WW)</th>
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<th>Communication (DB, PC, WW)</th>
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<tr>
<td>WEAX 201 Meteorology</td>
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</tr>
</tbody>
</table>

Legend:  
- I: Introduced  
- P: Practiced  
- M: Mastered  
- X: Aligned
## WW_Gen Ed Assessment Schedule
Courses and Activities Mapped to FL - Embry-Riddle General Education Competency Set (Copy 2)

<table>
<thead>
<tr>
<th>General Education Competencies</th>
<th>Critical Thinking (DB, PC, WW)</th>
<th>Quantitative Reasoning (DB, PC, WW)</th>
<th>Information Literacy (DB, PC, WW)</th>
<th>Communication (DB, PC, WW)</th>
<th>Scientific Literacy (DB, PC, WW)</th>
<th>Cultural Literacy (DB, PC, WW)</th>
<th>Collaborative Learning (DB, PC, WW)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.</td>
<td>The student will demonstrate the use of digitally-enabled technology (including concepts, techniques and tools of computing), mathematics proficiency &amp; analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems.</td>
<td>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.</td>
<td>The student will be able to communicate concepts in written, digital and oral forms to present technical and non-technical information.</td>
<td>The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.</td>
<td>The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Courses and Learning Activities

<table>
<thead>
<tr>
<th>2016-2017 Assessment Cycle</th>
<th>✓</th>
<th>✓</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018 Assessment Cycle</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2018-2019 Assessment Cycle</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2019-2020 Assessment Cycle</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2020-2021 Assessment Cycle</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2021-2022 Assessment Cycle</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2022-2023 Assessment Cycle</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Legend:
✓ = Aligned

Last Modified: 04/19/2021 01:28:49 PM
Outcomes: Information Literacy (DB, PC, WW)
The student will conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing.

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

Details/Description: “Information Literacy” is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that CSCI 109 students, completing a newly updated "Introduction to Computers & Applications" course, "be able to conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing."

Criterion for Success: 70% of online students will score 70% or higher on the Final Exam.

Timeframe of Data Collection: January 2020 term.

Key/Responsible Personnel: Bobby L. McMasters

Summary of Results: Over 85% (86.84%) of CSCI 109 students scored 70% or higher on the Final Exam.

Results: Attainment level: Criterion for Success (not
Measure: CSCI 109: Introduction to Computers & Applications  
Course level Indirect - Survey

Details/Description: “Information Literacy” is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that CSCI 109 students, completing a newly updated “Introduction to Computers & Applications” course, “be able to conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing.”

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

Timeframe of Data Collection: January 2020 term.

Key/Responsible Personnel: Bobby L. McMasters

Supporting Attachments:

### Results for CSCI 109: Introduction to Computers & Applications

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

**Substantiating Evidence:**

CSCI 109 Information Literacy Narrative (Adobe Acrobat Document)

### Measure: HUMN142 Topics in Literature

**Course level Indirect - Survey**

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

**Supporting Attachments:**

EOC - PO03 Information Literacy Custom Question (Adobe Acrobat Document)
### Results for HUMN142 Topics in Literature

<table>
<thead>
<tr>
<th>Summary of Results:</th>
<th>For the September 2019-April 2020 terms, 84.05% students answered &quot;strongly agree&quot; or &quot;agree&quot; to the information literacy prompt on the end-of-course evaluation. For the October term, this was slightly lower at 73.33%. Interestingly, 16.67% of students responded &quot;neutral&quot; in this term. For the January term EV courses, this number was 92.31%. For January 2020 online, 75% of students responded &quot;strongly agree&quot; or &quot;agree&quot; For this term, 25% of students responded &quot;neutral.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results:</td>
<td>Attainment level: Criterion for Success (not met/ met/ exceeded): Not Met</td>
</tr>
<tr>
<td>Sample Size/ Number of Students Assessed:</td>
<td>282 of 422 students (66.82% responded.</td>
</tr>
<tr>
<td>Completed or Proposed Improvements (Proposals require Improvement Action Plan):</td>
<td>A high level of neutral responses indicates a potential misunderstanding of the competency. It is recommended that this course become a focus of &quot;information literacy&quot; competency awareness efforts.</td>
</tr>
<tr>
<td>Substantiating Evidence:</td>
<td>[Information Literacy Results HUMN 142](Adobe Acrobat Document)</td>
</tr>
</tbody>
</table>

**Measure:** HUMN142: Topics in Literature

*Course level Direct - Student Artifact*

**Details/Description:** Discussions: Collectively, the objective of these multi-module assignments is for students to develop and practice constructing evidence-based
arguments. The Discussion posts test these fundamental information literacy skills by asking students to form claims about abstract concepts, cite appropriate evidence from source material, and conduct analyses that explain the relationship between the claim and evidence.

<table>
<thead>
<tr>
<th>Criterion for Success:</th>
<th>Overall goal of 75% of students achieving a score of 80% or higher on this assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeframe of Data Collection:</td>
<td>October 2019 and January 2020 terms</td>
</tr>
<tr>
<td>Key/Responsible Personnel:</td>
<td>Debra Bourdeau</td>
</tr>
</tbody>
</table>

### Results for HUMN142: Topics in Literature

<table>
<thead>
<tr>
<th>Summary of Results:</th>
<th>For combined terms and sections, the percentage of students scoring 80% or above follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Module 1: 92%</td>
</tr>
<tr>
<td></td>
<td>Module 2: 84%</td>
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<td></td>
<td>Module 3: 78%</td>
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<tr>
<td></td>
<td>Module 4: 90%</td>
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<tr>
<td></td>
<td>Module 5: 86%</td>
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<tr>
<td></td>
<td>Module 6: 79%</td>
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<tr>
<td></td>
<td>Module 7: 79%</td>
</tr>
<tr>
<td></td>
<td>Module 8: 94%</td>
</tr>
<tr>
<td></td>
<td>Module 9: 93%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results:</th>
<th>Attainment level: Criterion for Success (not met/met/exceeded): Met</th>
</tr>
</thead>
</table>

| Sample Size/ Number of Students Assessed: | 104 students in 5 sections (2 sections in October 2019; 3 sections in January 2020) |

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

### Substantiating Evidence:

@HUMN 142 Analysis of Submission Scores Discussion Boards (Adobe Acrobat Document)
Details/Description: The first Course Outcome is “Explain the scientific system and how it applies to the study of environmental science.” Students who have a multidimensional mastery of scientific literacy have developed perspectives of science that include the nature of science, where scientists gather evidence to provide explanations of the natural world while recognizing that scientific knowledge is tentative. Scientists are inherently skeptics. This applies to using prior knowledge to support assertions, which requires information literacy skills. Information literacy is the ability to find, evaluate, and use information effectively. In PHYS 142, students are tasked with working together to create a high-quality literature review on an environmental topic.

Criterion for Success: 70% of students will score greater than or equal to 20 of 25 available points for the “Draft Evaluation” criteria for their Workshop: Evaluation Resources.

Timeframe of Data Collection: August 2019 term.

Key/Responsible Personnel: Emily Faulconer

Results for PHYS 142 Introduction to Environmental Science

Summary of Results: Summary: 73% of PHYS 142 students scored 20/25 or higher on "draft evaluation" for Workshop: Evaluating Resources

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

Sample Size/ Number of Students Assessed: Sample consisted of 11 Online Students in the Aug 2020 term.
Measure: PHYS 142 Introduction to Environmental Science
Course level Indirect - Survey

Details/Description: The first Course Outcome is "Explain the scientific system and how it applies to the study of environmental science." Students who have a multidimensional mastery of scientific literacy have developed perspectives of science that include the nature of science, where scientists gather evidence to provide explanations of the natural world while recognizing that scientific knowledge is tentative. Scientists are inherently skeptics. This applies to using prior knowledge to support assertions, which requires information literacy skills. Information literacy is the ability to find, evaluate, and use information effectively. In PHYS 142, students are tasked with working together to create a high-quality literature review on an environmental topic.

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

Timeframe of Data Collection: August 2019 term.

Key/Responsible Personnel: Emily Faulconer

Supporting Attachments: Information Literacy (Adobe Acrobat Document)
Results for PHYS 142 Introduction to Environmental Science

Summary of Results: 86% of PHYS 142 students "agree" or "strongly agree" with standardized question for Gen Ed Competency 3.

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

Sample Size/ Number of Students Assessed: Sample consisted of 7 Online Students in the Aug 2020 term.

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

Substantiating Evidence:

Information Literacy Indirect data

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

Details/Description: Annotated Bibliography
This assignment has two parts: 1) The list of sources and 2) The annotation for each source. In your annotated bibliography, the annotation for each source should immediately follow the listing of the sources.
1) The list of sources must contain the following:
   • The subject of your research, which you must state at the top of the page.
   • Ten sources of information about your subject, including:
o At least one book
o At least four articles from the Hunt Library databases
o At least two scholarly articles
All sources must be correctly documented in current APA style. In addition, the entire references list must be correctly formatted in current APA style.

2) The annotation for each source has two parts:
• A short summary (1-3 sentences) of the information found in the source
• An evaluation of the source’s credibility, reliability, currency, possible bias, and usefulness with respect to your topic. Review the following example as well as the rubric associated with this assignment for more detailed grading information.

Criterion for Success: 70% of the students score 70% or higher

Timeframe of Data Collection: October 2019

Key/Responsible Personnel: Donna Roberts

Results for RSCH 202 - Introduction to Research Methods

Summary of Results: For the combined sections in the October 2019 term, 89% of the students scored 70% or higher on the Annotated Bibliography assignment.

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

Sample Size/ Number of Students Assessed: 270 students in 12 sections

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

Substantiating Evidence:

RSCH 202 By Term Analysis of Submission Scores (Adobe Acrobat Document)
**Measure:** RSCH 202 - Introduction to Research Methods

*Course level Indirect - Survey*

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

> This course has improved my ability to conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in my writing.

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

**Timeframe of Data Collection:** October 2019

**Key/Responsible Personnel:** Donna Roberts

**Supporting Attachments:**


### Results for RSCH 202 - Introduction to Research Methods

**Summary of Results:** For October 2019, results were as follows:

- EVCHybrid: Strongly agree: 46.51; Agree: 46.51
- Online: Strongly agree: 55.19%; Agree: 32.79%
- Singapore: Strongly agree: 60%; Agree: 20%

**Results:** Attainment level: Criterion for Success (not
Sample Size/ Number of Students Assessed: 236 of 336 students responded to the question

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

Substantiating Evidence:

Information Literacy Results RSCH 202 (Adobe Acrobat Document)

**Measure:** STAT 211: Statistics With Aviation Applications

*Course level Direct - Exam*

**Details/Description:** “Information Literacy” is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 211 students, completing a newly updated “Statistics with Aviation Application” course, "be able to conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing."

**Criterion for Success:** 70% of online students will score 70% or higher on the Final Exam.

**Timeframe of Data Collection:** January 2020 term.

**Key/Responsible Personnel:** Bobby L. McMasters

**Results for STAT 211: Statistics With Aviation Applications**

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

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

Sample Size/ Number of Students Assessed:
Sample consisted of 200 Online Students in the January 2020 term.

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

Substantiating Evidence:

STAT 211 Information Literacy Narrative (Adobe Acrobat Document)

STAT 211 Information Literacy narrative.

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

Details/Description:
“Information Literacy” is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 211 students, completing a newly updated “Statistics with Aviation Application” course, "be able to conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing."

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

Timeframe of Data Collection:
January 2020 term.

Key/Responsible Personnel:
Bobby L. McMasters
Results for STAT 211: Statistics With Aviation Applications

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

Substantiating Evidence:

[STAT 211 Information Literacy Narrative (Adobe Acrobat Document)]

Measure: STAT 222: Business Statistics

Course level Direct - Exam

Details/Description: “Information Literacy” is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 222 students, completing a newly updated “Business Statistics” course, “be able to conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing.”

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

Results for STAT 222: Business Statistics

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

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

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

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

Substantiating Evidence:

STAT 222 Information Literacy Narrative (Adobe Acrobat Document)

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

Details/Description: “Information Literacy” is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 222 students, completing a newly updated “Business Statistics” course, “be able to conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing.”

Criterion for Success: 70% of online students will score agree or strongly
Results for STAT 222: Business Statistics

<table>
<thead>
<tr>
<th>Summary of Results:</th>
<th>One hundred percent (100%) of Online Students Strongly Agree or Agree with the Information Literacy Outcome statement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results:</td>
<td>Attainment level: Criterion for Success (not met/ met/ exceeded): Exceeded</td>
</tr>
<tr>
<td>Sample Size/ Number of Students Assessed:</td>
<td>Sample consisted of 33 Online Students in the January 2020 term.</td>
</tr>
<tr>
<td>Completed or Proposed Improvements (Proposals require Improvement Action Plan):</td>
<td>Textbook/Canvas Course updates are scheduled for Academic Year 2020 – 2021.</td>
</tr>
</tbody>
</table>

Substantiating Evidence:

STAT 222 Information Literacy Narrative (Adobe Acrobat Document)

STAT 222 Information Literacy narrative.

Outcome: Scientific Literacy (DB, PC, WW)
The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.

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

Details/Description: “Scientific Literacy” is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that CSCI 109 students, completing a newly updated "Introduction to Computers & Applications" course, "be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.”

Criterion for Success: 70% of online students will score 70% or higher on the Final Exam.

Timeframe of Data Collection: January 2020 term.

Key/Responsible Personnel: Bobby L. McMasters

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Results for CSCI 109: Introduction to Computers & Applications

Summary of Results: Over 85% (86.84%) of CSCI 109 students scored 70% or higher on the Final Exam.

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

Sample Size/ Number of Students Assessed: Sample consisted of 266 Online Students in the January 2020 term.

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

Substantiating Evidence:

CSCI 109 Scientific Literacy Narrative (Adobe Acrobat Document)

CSCI 109 Scientific Literacy narrative.
**Measure:** CSCI 109: Introduction to Computers & Applications

*Course level Indirect - Survey*

**Details/Description:** “Scientific Literacy” is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that CSCI 109 students, completing a newly updated “Introduction to Computers & Applications” course, “be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.”

**Criterion for Success:** 70% of online students will score agree or strongly agree on the standardized general education competency question.

**Timeframe of Data Collection:** January 2020 term.

**Key/Responsible Personnel:** Bobby L. McMasters

### Results for CSCI 109: Introduction to Computers & Applications

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

**Substantiating Evidence:**

[CSCI 109 Scientific Literacy Narrative (Adobe Acrobat Document)]

CSCI 109 Scientific Literacy narrative.
Measure: ENGL221 Technical Report Writing  
Course level Indirect - Survey

Details/Description: The EOC survey questions are standardized to reflect the competency being assessed.

Criterion for Success: 80% of respondents will answer agree or strongly agree.

Timeframe of Data Collection: October 2019 and January 2020 terms

Key/Responsible Personnel: Debra Bourdeau

Supporting Attachments:

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

Results for ENGL221 Technical Report Writing

Summary of Results: Results for October 2019:  
EVFacHome: Strongly Agree: 55%; Agree 20% (Total 75%). NOTE: 25% of students responded Neutral.  
EV Online: Strongly Agree: 43.64%; Agree: 29.09%  
Singapore: 100% Strongly Agree

January 2020:  
40.85% Strongly agree  
38.03% Agree

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

Sample Size/ Number of Students Assessed: In January 2020: 71 of 107 students responded.  
In October 2019: 80 of 112 students responded

Completed or Proposed Improvements (Proposals require Improvement) Because of the large number of "neutral" responses, students may be having issues making a connection between the
Action Plan: Include this course in a competency awareness campaign for Scientific Literacy.

Substantiating Evidence:

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

### Details/Description:

Technical Report assignment: The objective of this multi-module assignment is for students to develop a research-based technical report in which they evaluate the appropriateness of a tool or technology for purchase and use in a hypothetical organization of their choosing. This assignment tests vital scientific literacy skills practiced in the development of a realistic, informal technical report that concludes with a research-driven recommendation.

### Criterion for Success:

Overall goal of 75% of students achieving a score of 80% or higher on this assignment.

### Timeframe of Data Collection:

October 2019 and January 2020 terms

### Key/Responsible Personnel:

Debra Bourdeau

### Results for ENGL221: Technical Report Writing

**Summary of Results:** Over 11 sections (6 sections in October 2019 and 5 sections in January 2020), 85% of students scored 80% or above on the Technical Report Final Submission (see attached).

**Results:** Attainment level: Criterion for Success (not
Sample Size/ Number of Students Assessed: 196
Completed or Proposed Improvements (Proposals require Improvement Action Plan): none

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

**Measure:** PHYS 142 Introduction to Environmental Science

*Course level Direct - Exam*

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

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

**Timeframe of Data Collection:** August 2019 term.

**Key/Responsible Personnel:** Emily Faulconer

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**Results for PHYS 142 Introduction to Environmental Science**

**Summary of Results:** 73% of PHYS 142 students scored 80% or
### Measure: PHYS 142 Introduction to Environmental Science

**Course level Indirect - Survey**

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

**Criterion for Success:** 70% of students will indicate “agree” or “strongly agree” on the standardized general education competency question on the student End of Course Evaluations.

**Timeframe of Data Collection:** August 2019 term.

**Key/Responsible Personnel:** Emily Faulconer
### Results for PHYS 142 Introduction to Environmental Science

**Summary of Results:**
86% of PHYS 142 students "agree" or "strongly agree" with standardized question for Gen Ed Competency 5.

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

**Sample Size/ Number of Students Assessed:**
Sample consisted of 7 Online Students in the Aug 2020 term.

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

**Substantiating Evidence:**

- [Scientific Literacy Indirect Assessment Data (Adobe Acrobat Document)]

### Measure: STAT 211: Statistics With Aviation Applications

**Course level Direct - Exam**

**Details/Description:**
"Scientific Literacy" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 211 students, completing a newly updated "Statistics with Aviation Application" course, "be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests."

**Criterion for Success:**
70% of online students will score 70% or higher on the Final Exam.

**Timeframe of Data Collection:**
January 2020 term.

**Key/Responsible Personnel:**
Bobby L. McMasters
### Results for STAT 211: Statistics With Aviation Applications

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

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

**Sample Size/ Number of Students Assessed:**
Sample consisted of 200 Online Students in the January 2020 term.

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

**Substantiating Evidence:**

[STAT 211 Scientific Literacy Narrative (Adobe Acrobat Document)]

STAT 211 Scientific Literacy narrative.

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

**Details/Description:**
"Scientific Literacy" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 211 students, completing a newly updated "Statistics with Aviation Application" course, "be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests."

**Criterion for Success:**
70% of online students will score agree or strongly agree on the standardized general education competency question.
### Results for STAT 211: Statistics With Aviation Applications

<table>
<thead>
<tr>
<th>Summary of Results:</th>
<th>Over 85% (85.06%) of Online Students Strongly Agree or Agree with the Scientific Literacy Outcome statement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results:</td>
<td>Attainment level: Criterion for Success (not met/met/exceeded): Met</td>
</tr>
<tr>
<td>Sample Size/ Number of Students Assessed:</td>
<td>Sample consisted of 154 Online Students in the January 2020 term.</td>
</tr>
<tr>
<td>Completed or Proposed Improvements (Proposals require Improvement Action Plan):</td>
<td>The Final Exam consists of test-bank questions from Pearson's (textbook publisher) MyStatLab. Exam test-bank questions will be updated/changed when the course is re-developed to support a new edition of the textbook (~January 2021).</td>
</tr>
</tbody>
</table>

**Substantiating Evidence:**

[STAT 211 Scientific Literacy Narrative (Adobe Acrobat Document)]

STAT 211 Scientific Literacy narrative.

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

**Details/Description:** "Scientific Literacy" is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 222 students, completing a newly updated "Business Statistics" course, "be able to analyze scientific evidence as it relates to the physical world and its..."
interrelationship with human values and interests.”

**Criterion for Success:**
70% of online students will score 70% or higher on the Final Exam.

**Timeframe of Data Collection:**
January 2020 term.

**Key/Responsible Personnel:**
Bobby L. McMasters

### Results for STAT 222: Business Statistics

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

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

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

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

**Substantiating Evidence:**
STAT 222 Scientific Literacy Narrative (Adobe Acrobat Document)

STAT 222 Scientific Literacy narrative.

**Measure:** STAT 222: Business Statistics

**Course level Indirect - Survey**

**Details/Description:**
“Scientific Literacy” is a program outcome for general education at the Embry-Riddle Worldwide Campus. It is critical that STAT 222 students, completing a newly updated “Statistics with Aviation Application” course, “be able to analyze scientific evidence as it relates to the physical
Criterion for Success: 70% of online students will score agree or strongly agree on the standardized general education competency question.

Timeframe of Data Collection: January 2020 term.

Key/Responsible Personnel: Bobby L. McMasters

Results for STAT 222: Business Statistics

Summary of Results: Over 95% (97.06%) of Online Students Strongly Agree or Agree with the Scientific Literacy Outcome statement.

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

Sample Size/ Number of Students Assessed: Sample consisted of 34 Online Students in the January 2020 term.

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

Substantiating Evidence:

STAT 222 Scientific Literacy Narrative (Adobe Acrobat Document)

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

1) Discussion Question 1 - Module 1
Are We Still Divided? Blue Eyes/Brown Eyes, A Lesson for Us All
View the material (video and article) in each part and answer the questions that follow. As you think about each question, consider the theoretical concepts discussed in the module readings. Do not just state your viewpoint, rather provide relevant details to support your findings and/or position.

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

Questions
What was your initial reaction to viewing the footage of this experiment?
What values and ethical issues did the experiment express?
Do you think it was an appropriate exercise for a 3rd grade class at that time in history? Would it still be appropriate today? Why or why not?

Part B
Later, in 1988, feminist scholar Peggy McIntosh...
published a controversial essay, White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work on Women’s Studies. A shortened version, White Privilege: Unpacking the Invisible Knapsack, was published in 1989. In these articles, McIntosh outlines her understanding of the concept of privilege in her life in the 1970s and 1980s.

Questions
What was your initial reaction to McIntosh’s list?
Do you think this is an accurate reflection of privilege in society during the 1970s and 1980s? Do you think it is relevant and accurate today? Why or why not?
Do you consider racism, sexism, and discrimination based on ethnicity or religion to be primarily individual based or systemic? Explain your answer.

2) Discussion Question 2 - Module 4
Wealth and Poverty in America
Various areas across America represent all points on the spectrum between rich and poor, poverty and privilege.
After watching the videos, address the following questions:
What were the main points of the documentary?
What moral/ethical issues were addressed?
What was your reaction to the issues? Did any aspect surprise you?
Why do you think there is such a large gap between the richest and the poorest in our society?
Were the issues presented in a biased or unbiased manner? Were the arguments grounded in fact or opinion? Did the presenters/producers appear to have an underlying agenda that they were pushing forward?
What is a moral/ethical response to the identified issues? Should we intervene to “fix” the problems identified? Why or why not?

3) Discussion Question 3 - Module 7
The Universal Declaration of Human Rights
The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with
different legal and cultural backgrounds from all regions of the world, the declaration was proclaimed by the United Nations General Assembly in Paris on the 10th of December, 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and has been translated into over 500 languages.

After reading through the 30 Articles of the Declaration, we will discuss the following questions:

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

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

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

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

**Criterion for Success:** 70% of online students will score 70% or higher on the discussion questions

**Timeframe of Data Collection:** October 2019

**Key/Responsible Personnel:** Donna Roberts

**Results for HUMN 330 - Values & Ethics**

**Summary of Results:** For the combined sections in the October 2019 the percentage of students scoring 70% or above follows:

- Module 2 -Discussion: Are We Still Divided? BlueEyes/Brown Eyes, A Lesson for Us All: 91%
- Module 4 -Discussion 2: Wealth and Poverty in America: 87%
- Module 7 -Discussion: The Universal Declaration of Human Rights: 88%
Results:

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

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

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

Substantiating Evidence:

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

Measure: HUMN 330 - Values & Ethics
Course level Indirect - Survey

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

This course has improved my ability to analyze historical events, cultural artifacts, and philosophical concepts.

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

Timeframe of Data Collection: October 2019
Key/Responsible Personnel: Donna Roberts
Supporting Attachments:
## Results for HUMN 330 - Values & Ethics

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

### Measure: PHYS 142 Introduction to Environmental Science

**Course level Direct - Other**

**Details/Description:** ERAU’s general education competency on cultural literacy sets the expectation that students will analyze historical events, cultures, cultural artifacts, social issues, and/or philosophical concepts. Cultural literacy also addresses professional and research ethics and an awareness and understanding of the values communicated through the humanities and the complexity of human experience from multiple perspectives (e.g. cultural, aesthetic, social, technological, scientific,
psychological, philosophical, and historical). In each module of PHYS 142, students are taste with generating an evidence-based argument regarding a controversial or unsolved topic and then discussing. For example, Module 2’s discussion prompt states “In the 1970s, James Lovelock and Lynn Margulis developed the Gaia hypothesis. What are your thoughts - Is Earth a self-regulating system that keeps conditions right for life?”

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

Timeframe of Data Collection: August 2019 term.

Key/Responsible Personnel: Emily Faulconer

Results for PHYS 142 Introduction to Environmental Science

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

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

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

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

Substantiating Evidence:

- Cultural Literacy (Adobe Acrobat Document)

Measure: PHYS 142 Introduction to Environmental Science

Course level Indirect - Survey
Details/Description: ERAU's general education competency on cultural literacy sets the expectation that students will analyze historical events, cultures, cultural artifacts, social issues, and/or philosophical concepts. Cultural literacy also addresses professional and research ethics and an awareness and understanding of the values communicated through the humanities and the complexity of human experience from multiple perspectives (e.g. cultural, aesthetic, social, technological, scientific, psychological, philosophical, and historical). In each module of PHYS 142, students are tasted with generating an evidence-based argument regarding a controversial or unsolved topic and then discussing. For example, Module 2’s discussion prompt states “In the 1970s, James Lovelock and Lynn Margulis developed the Gaia hypothesis. What are your thoughts - Is Earth a self-regulating system that keeps conditions right for life?”

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

Timeframe of Data Collection: August 2019 term.

Key/Responsible Personnel: Emily Faulconer

Results for PHYS 142 Introduction to Environmental Science

Summary of Results: 86% of PHYS 142 students "agree" or "strongly agree" with standardized question for Gen Ed Competency 6.

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

Sample Size/ Number of Students Assessed: Sample consisted of 7 Online Students in the Aug 2020 term.

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

Cultural Literacy (Indirect) (Adobe Acrobat Document)

Outcome: Collaborative Learning ( DB, PC, WW)
The student will be able to work effectively with others on diverse teams to produce quality written documents, oral presentations and/or meaningful projects. The student will assist in organizing others to accomplish a shared task, contribute actively to a group, and work to resolve any conflicts that occur.

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

Details/Description: The EOC survey questions are standardized to reflect the competency being assessed.

Criterion for Success: 80% of respondents will answer agree or strongly agree.

Timeframe of Data Collection: October 2019 and January 2020 terms
Key/Responsible Personnel: Debra Bourdeau

Supporting Attachments:

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

Results for ENGL223 Collaborative Writing and Presentation

Summary of Results: This course did not run in the 2019-2020 academic year.
\textbf{Measure: ENGL223: Collaborative Writing and Presentation}

\textit{Course level Direct - Portfolio}

\textbf{Details/Description:} ENGL223 Collaborative Writing & Presentation: In this course, students engage in a series of collaborative writing and presentation assignments in which they work together in pairs, groups, and general workshops to produce original works. Taken as a whole, ENGL223’s graded deliverables represent a kind of collaborative portfolio that demonstrates proficiency in collaboration.

\textbf{Criterion for Success:} Overall goal of 80% of students achieving a total course grade of at least 70%.

\textbf{Timeframe of Data Collection:} October 2019 and January 2020 terms.

\textbf{Key/Responsible Personnel:} Debra Bourdeau

\textbf{Results for ENGL223: Collaborative Writing and Presentation}

\textbf{Summary of Results:} This course did not run in the 2019-2020 academic year.
Overall Reflection

No text specified

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