# General Education Course Data Entry Worksheet

# *An aid for data submission by participating departments to the GEC*

**GLOBAL PERSPECTIVES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Goal** | **Course Prefix and number** | **Course Name** | **Academic Semester** |
| **G: Global** |  |  |  |
|  | **Is this an** **HONORS course?** | **Course section number(s)** | **Total number of students in the section(s) of the course** |
|  |  |  |  |
| **Types of course assessments:**Please tell us**the assessment methods** you utilized in this course in order for students to demonstrate their competencies for each Student Learning Objective (SLO). We are not asking you for data for all of these methods, we would just like to know what kinds of assessments you assigned to students in this iteration of the course. (Please check all that apply.)If an objective was not assessed, choose 'none'. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Exam or Quiz objective questions | Exam or Quiz essay questions | Project | Essay, Report, or Written Reflection | Other (describe below) | None (IF not assessed) |
| Factors and Interactions |[ ] [ ] [ ] [ ] [ ] [ ]
| Representation and Sources |[ ] [ ] [ ] [ ] [ ] [ ]
| Perspectives |[ ] [ ] [ ] [ ] [ ] [ ]

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| **For the data being reported here:**Please tell us**the assessment tool method** that was used to collect the data that you are reporting for each Student Learning Objective (SLO) for this course. If an objective was not assessed, choose 'none'. |

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| --- | --- | --- | --- | --- | --- | --- |
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| Representation and Sources |[ ] [ ] [ ] [ ] [ ] [ ]
| Perspectives |[ ] [ ] [ ] [ ] [ ] [ ]

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| **Student Learning Objective** | Please give a **detailed description of the assessment method** for each **Student Learning Objective**. Please be specific.( e.g. Data were collected from student responses to an essay question as part of the final exam. OR, e.g. Data were collected from written selections that students submitted in response to the following prompt: \_\_\_\_\_\_) |
| **SLO1: Factors and Interactions***The student understands, compares and contrasts the factors in human and/or natural systems that contribute to the range of interactions (i.e., and/or inequality, complexity, instability) among/between groups, cultures, states, regions or nations.* |  |
| **SLO2: Representation and Sources***The student understands and/or uses appropriate quantitative data representations (e.g., graphs, maps, data sets, models, etc.) and/or qualitative sources relevant to the topic of study.* |  |
| **SLO3: Perspectives***The student has developed the capacity to understand the interrelationships among multiple perspectives (such as personal, social, cultural, disciplinary, environmental, local, and global) when exploring subjects within natural and/or human systems.* |  |
| **YOUR SUMMARY OF DATA COLLECTED** |
| **Student Learning Objective (SLOs)**  | **Levels of competency:****How many students demonstrated each level of competency on** **the assessment method used to collect data.**Levels of competency are not the same thing as the grade earned on the assignment. Please utilize the rubric on the following page to determine what constitutes “**unsatisfactory**,” “**emerging**,” “**developing**,” “**proficient**,” and “**mastery**” levels of student competency.**)** | Please **describe the Use of Results for each Student Learning Objective.** Please be specific. Several sentences are appropriate to give us a detailed look at **how** you plan to use this data to improve student learning in future iterations of the course. ***Please be prepared to submit one student artifact for each level of competency (unsatisfactory, emerging, developing, proficient, mastery) for each of the three SLOs.***  |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** | **None \*\*** |  |
| **SLO 1:** ***Factors and Interactions*** |  |  |   |   |  |   |  |
| **SLO 2:** ***Representation and Sources*** |  |  |  |  |  |  |  |
| **SLO 3:** ***Perspectives*** |  |  |  |  |  |  |  |

\*\* students who were registered for the course but, for some reason, did not complete the assessment you are reporting data for, should be included in the “none” column. (*e.g., 4 students did not answer that question on the essay exam, so 4 will go in that column*)

**GLOBAL PERSPECTIVES CURRICULUM**

**RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES**

# Program goal: Guide and prompt students to develop global perspectives by analyzing

#  systems and evaluating interrelationships.

|  |  |
| --- | --- |
| **Learning objectives***Desired outcomes* | **Levels of Competency** |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** |
| **Factors and** | Fails to understand the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations. | Understands but is unable to compare and contrast the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations. | Describes an understanding of the factors that allows them to compare and contrast the possible range of interactions among/between groups, cultures, states, regions or nations. | Analyzes and evaluates the relative contributions of the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations. | Produces sophisticated and workable solutions to address complex social problems through analysis and synthesis of the study of such factors that contribute to the possible range of interactions among/between groups, cultures, states, regions ornations. |
| **Interactions** |
| *The student* |
| *understands, compares* |
| *and contrasts the factors* |
| *in human and/or* |
| *natural systems that* |
| *contribute to the range* |
| *of interactions* |
| *among/between groups,* |
| *cultures, states, regions* |
| *or nations.* |
| **Representation and** | Fails to | Understands when | Explains which | Evaluates the pros | Synthesizes across |
| **Sources** | understand or use | quantitative data | kind of | and cons of the | various |
| *The student understands* | appropriate | representations | quantitative data | appropriateness of | quantitative data |
| *and/or uses appropriate* | quantitative data | and/or qualitative | and/or qualitative | quantitative data | representations |
| *quantitative data* | representations or | sources in | sources are | representations | and/or qualitative |
| *representations (e.g.,* | qualitative sources | relatively simple | appropriate for | and/or qualitative | sources to develop |
| *graphs, maps, data sets,* | in even relatively | cases are | relatively simple | sources in more | a conclusion. |
| *models, etc.) and/or* | simple cases. | appropriate. | cases. | complex cases. |  |
| *qualitative sources* |  |  |  |  |  |
| *relevant to the topic of* |  |  |  |  |  |
| *study.* |  |  |  |  |  |
| **Perspectives** | Fails to exhibit | Identifies multiple | Identifies and | Evaluates and | Synthesizes |
| *The student has* | understanding of | perspectives while | explains multiple | applies multiple | multiple |
| *developed the capacity* | the | maintaining a | perspectives in a | perspectives to | perspectives when |
| *to understand the* | interrelationships | value preference | neutral way when | complex subjects | exploring subjects |
| *interrelationships* | among multiple | for own | exploring subjects | within natural | within natural |
| *among multiple* | perspectives when | perspective when | within natural | and/or human | and/or human |
| *perspectives (such as* | exploring subjects | exploring subjects | and/or human | systems in the face | systems, including |
| *personal, social,* | within natural | within natural | systems. | of multiple and | critique of own |
| *cultural, disciplinary,* | and/or human | and/or human |  | even conflicting | perspective. |
| *environmental, local, and global) when* | systems. | systems. |  | positions, acknowledging |  |
| *exploring subjects* |  |  |  | own. |  |
| *within natural and/or* |  |  |  |  |  |
| *human systems.* |  |  |  |  |  |

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully.