# General Education Course Data Entry Worksheet

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

**LITERATURE**

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| **Program Goal** | **Course Prefix and number** | **Course Name** | **Academic Semester** |
| **L: Literature** |  |  |  |
|  | **Is this an** **HONORS course?** | **Course section number(s)** | **Total number of students in the section(s) of the course** |
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| **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'. |

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| --- | --- | --- | --- | --- | --- | --- |
|  | Exam or Quiz objective questions | Exam or Quiz essay questions | Project | Essay, Report, or Written Reflection | Other (describe below) | None (IF not assessed) |
| Comprehension |[ ] [ ] [ ] [ ] [ ] [ ]
| Analysis |[ ] [ ] [ ] [ ] [ ] [ ]
| Interpretation and Significance |[ ] [ ] [ ] [ ] [ ] [ ]

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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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| Interpretation and Significance |[ ] [ ] [ ] [ ] [ ] [ ]

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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: \_\_\_\_\_\_) |
| **SLO 1. Comprehension:***The student comprehends the text.*  |  |
| **SLO 2 Analysis:***The student identifies and explains relations among ideas, text structure, or other structural features to show how they support an advanced understanding of the text as a whole or of its parts* |  |
| **SLO 3 Interpretation and Significance:***The student articulates a close and critical interpretation of primary texts, drawing conclusions that move beyond summary.* |  |
| **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: *Comprehension*** |  |  |  |  |  |   |  |
| **SLO 2:** ***Analysis***  |  |  |  |  |  |  |  |
| **SLO 3:** ***Interpretation & Significance*** |  |  |  |  |  |  |  |

\*\* 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*)

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.

**LITERATURE CURRICULUM**

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

# Program goal: Guide and prompt students to comprehend, analyze, and determine the

# significance of works of literature.

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| --- | --- |
| **Learning objectives***Desired outcomes* | **Levels of Competency** |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** |
| **Comprehension***The student comprehends the text.* | Fails to comprehend the text(s). | Demonstrates minimal comprehension of the text(s). | Demonstrates incomplete comprehension of the text(s). | Demonstrates satisfactory comprehension of the text(s). | Demonstrates thorough comprehension of the text by using general background knowledge and/or contextual material to draw more complex inferences. |
| **Analysis***The student identifies and explains relations among ideas, text structure, or other textual features to show how they support an advanced understanding of the text as a whole or of its parts.* | Fails to identify the literary elements of the text(s). | Identifies a few literary elements of the text(s). | Identifies several literary elements of the text(s). | Identifies and explains multiple literary elements of the text(s). | Articulates a sophisticated explanation of relationships among ideas and texts. |
| **Interpretation and Significance***The student articulates a close and critical interpretation of primary texts, drawing conclusions that move beyond summary.* | Fails to articulate an understanding of the text(s) to use interpretive strategies to move beyond summary. | Begins to articulate an understanding of the text(s) and employs minimal interpretive strategies to draw conclusions and move beyond summary.  | Employs some interpretive strategies to read texts closely and critically; draws some conclusions about texts that move beyond summary | Exhibits an understanding of how to read primary texts closely and critically, regularly interprets and draws conclusions about texts that move beyond summary. | Articulates a sophisticated understanding of multiple ways of reading primary texts closely and critically; consistently and effectively interprets and draws conclusions about texts that move beyond summary. |