# General Education Course Data Entry Worksheet

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

**CRITICAL ANALYSIS AND REASONING**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Goal** | | **Course Prefix and number** | | | | | **Course Name** | | | **Academic Semester** |
| **R: Critical Reasoning** | |  | | | | |  | | |  |
|  | | **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) | | Conceptualization |  |  |  |  |  |  | | Analysis |  |  |  |  |  |  | | Evaluation |  |  |  |  |  |  | | | | |
| **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'. | | | | | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Exam or Quiz objective questions | Exam or Quiz essay questions | Project | Essay, Report, or Written Reflection | Other (describe below) | None (IF not assessed) | | Conceptualization |  |  |  |  |  |  | | Analysis |  |  |  |  |  |  | | Evaluation |  |  |  |  |  |  | | | | |
| **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**: **Conceptualization**  *The student identifies and explains an essential concept, as well as the relation to other relevant concepts* | | | | | | |  | | | |
| **SLO2: Analysis**  *The student identifies the basic parts of the concept and their relation to each other, as well as demonstrating understanding of the concept based upon the analysis.* | | | | | | |  | | | |
| **SLO3: Evaluation**  *The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as its implications.* | | | | | | |  | | | |
| **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: *Conceptualization*** |  | |  |  |  |  | |  |  | | |
| **SLO 2:**  ***Analysis*** |  | |  |  |  |  | |  |  | | |
| **SLO 3:**  ***Evaluation*** |  | |  |  |  |  | |  |  | | |

\*\* 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*)

**CRITICAL ANALYSIS AND REASONING CURRICULUM**

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

# Program goal: Guide and prompt students to appropriate critical analysis and

# reasoning to explain and analyze concepts, and apply concepts to issues

# to determine significance or value.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning objectives**    *Desired outcomes* | **Levels of Competency** | | | | |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** |
| **Conceptualization**  *The student identifies and explains an essential concept, as well as the relation to other relevant concepts.* | Fails to identify the concept. | Identifies the concept, but the explanation is inaccurate, incomplete, and not related correctly to other  relevant concepts. | Identifies the concept and the explanation is accurate, but incomplete and not related correctly to other relevant  concepts. | Identifies the concept and the explanation is accurate and complete, but it is not related correctly to other  relevant concepts. | Identifies the concept and the explanation is accurate, complete, and related correctly to other relevant concepts. |
| **Analysis**  *The student identifies the basic parts of the concept and their relation to each other, as well as demonstrating understanding of the concept based upon the analysis.* | Fails to identify the basic parts of the concept. | Identifies the basic parts of the concept, but cannot restate their relation to each other and cannot demonstrate understanding of the concept based upon the analysis. | Identifies the basic parts of the concept and restates their relation to each other in an incomplete way and cannot demonstrate understanding of the concept based upon the analysis. | Identifies the basic parts of the concept and summarizes their relation to each other completely, but cannot demonstrate understanding of the concept based upon the analysis. | Identifies the basic parts of the concept and summarizes their relation to each other completely, and demonstrates understanding of the concept based upon the analysis. |
| **Evaluation**  *The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as its implications* | Fails to apply  the concept to a case or issue. | Applies the concept to the case or issue, but cannot demonstrate the significance or value of the case or issue in relation to the concept, and cannot analyze the implications. | Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately but incompletely, and cannot analyze the implications. | Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately and completely, but cannot analyze the implications completely. | Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately and completely, as well as distinguishes the implications accurately and completely. |

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.