# General Education Course Data Entry Worksheet

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

**Citizenship & Society**

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| **Program Goal** | | **Course Prefix and number** | | | | **Course Name** | | **Academic Semester** |
| **S: Citizenship** | |  | | | |  | |  |
|  | | **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) | | Civil Rights and Civil Liberties |  |  |  |  |  |  | | Individual and Collective Action |  |  |  |  |  |  | | Responsibilities of Citizenship |  |  |  |  |  |  | | | |
| **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) | | Civil Rights and Civil Liberties |  |  |  |  |  |  | | Individual and Collective Action |  |  |  |  |  |  | | Responsibilities of Citizenship |  |  |  |  |  |  | | | |
| **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: Civil Rights and Liberties**  *The student understands the ways societies protect or fail to protect the basic rights of individuals and groups.* | | | | | |  | | |
| **SLO2: Individual and Collective Action**  *The student understands how societies and communities address collective issues.* | | | | | |  | | |
| **SLO3: Responsibilities of Citizenship**  *The student understands that individuals and societies have responsibilities to each other and to the common good.* | | | | | |  | | |
| **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:**  ***Civil Rights and***  ***Liberties*** |  |  |  |  |  |  |  | |
| **SLO 2:**  ***Individual and Collective Action*** |  |  |  |  |  |  |  | |
| **SLO 3:**  ***Responsibilities of Citizenship*** |  |  |  |  |  |  |  | |

\*\* 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.

**CITIZENSHIP AND SOCIETY CURRICULUM**

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

# Program goal: Guide and prompt students to understand responsible citizenship, how

# society protects or fails to protect basic rights, and the avenues for

# individual or collective action.

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| **Learning objectives**  *Desired**outcomes* | **Levels of Competency** | | | | |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** |
| **Civil Rights and Civil Liberties**  *The student understands the ways societies protect or fail to protect the basic rights of individuals and groups.* | Fails to demonstrate understanding of the ways societies protect individual rights. | Defines the ways societies protect individual rights, but with errors or gaps. | Consistently defines and recognizes concepts of individual rights, with some errors and attempts to apply these concepts to address contemporary problems. | Explains civil rights and civil liberties with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues. | Clearly explains and applies concepts of civil rights and civil liberties to evaluate and address ethical and practical issues. |
| **Individual and Collective Action**  *The student understands how societies and communities address collective issues.* | Fails to demonstrate understanding of how societies and communities address collective problems. | Defines how societies address collective action problems, but with errors or gaps. | Consistently defines and recognizes concepts of collective action problems, with some errors and attempts to apply these concepts to address contemporary problems | Explains individual and collective action with few or no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues of society | Clearly explains individual and collective action and applies them to evaluate and address ethical and practical collective action problems in contemporary society. |
| **Responsibilities of Citizenship**  *The student understands that individuals and societies have responsibilities to each other and to the common good.* | Fails to demonstrate understanding of the responsibilities for individuals and societies toward the common good. | Defines responsibilities for individuals and societies toward the common good, but with errors or gaps. | Consistently defines and recognizes responsibilities for individuals and societies toward the common good, with some errors and attempts to apply these concepts to address contemporary problems. | Explains responsibilities for individuals and societies toward the common good, with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues of society. | Clearly explains responsibilities for individuals and societies toward the common good and applies them to evaluate and address ethical and practical issues. |