# General Education Course Data Entry Worksheet

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

# CREATIVE

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| **Program Goal** | **Course Prefix and number** | **Course Name** | **Academic Semester** |
| **C: Creative** |  |  |  |
|  | **Is this an** **HONORS course?** | **Course section number(s)** | **Total number of students in the section(s) of the course** |
|  |  |  |  |
| 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) |
| Creative Competencies |[ ] [ ] [ ] [ ] [ ] [ ]
| Problem Solving and Process |[ ] [ ] [ ] [ ] [ ] [ ]
| Creativity and Transformation |[ ] [ ] [ ] [ ] [ ] [ ]

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| Please tell us**the assessment tool method** that was used to collect 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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| Creativity and Transformation |[ ] [ ] [ ] [ ] [ ] [ ]

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| **Student Learning Objectives** | 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: Artistic/Creative Competencies***The student demonstrates competency that implies a commensurate level of technique and training appropriate for realizing the work.* |  |
| **SLO 2: Problem Solving and Process***The student demonstrates the ability to successfully imagine, plan, and cultivate a work.* |  |
| **SLO 3 Creativity and Transformation***The student exhibits a unique interpretive and conceptual approach to creating a work.* |  |
| **YOUR SUMMARY OF DATA COLLECTED** |
| **Student Learning Objectives (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: *Artistic/Creative Competencies*** |  |  |  |  |  |   |  |
| **SLO 2:** ***Problem Solving and Process*** |  |  |  |  |  |  |  |
| **SLO 3:** ***Creativity & Transformation*** |  |  |  |  |  |  |  |

\*\* 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*)

**CREATIVE CURRICULUM**

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

# Program goal: Guide and prompt students to demonstrate and apply creative competencies

#  problem solving, and preparation in the realization of a creative work.

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| **Learning objectives** *Desired outcomes* | **Levels of Competency** |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** |
| **Artistic / Creative Competencies***The student demonstrates competency that implies a commensurate level of technique and training appropriate for realizing the artistic work.* | Fails to demonstrate the discipline specific artistic or creative competencies appropriate for realization of the work. | Begins to demonstrate discipline specific artistic or creative competencies which are appropriate for the realization of the work. | Demonstrates satisfactory competencies necessary for realizing the work of art, however the work would benefit from further development of these competencies. | Demonstrates proficiency in discipline specific competencies appropriate for realizing the work. | Demonstrates consistency and mastery of those discipline specific competencies necessary for realizing the work. |
| **Problem Solving and Process***The student demonstrates the ability to successfully imagine, plan and cultivate a work* | Fails to apply a process or plan for exploration appropriate for the scope of the work. | Applies a process for exploration, however only a single approach is considered and the plan is not sufficiently thought out. | Applies multiple approaches of process and preparation, capable of predicting some potential problems presented by the project without the skill or experience to cope with unexpected challenges. | Applies multiple approaches to process and preparation, capable of predicting the potential problems presented by the project as well as the skill to cope with challenges and adjust work accordingly. | Applies multiple approaches to process and preparation, capable of predicting the potential problems presented by the project as well as flexibility in the face of change. Possesses the ability to articulate choices and recognize consequences to develop new and successful strategies. |
| **Creativity and Transformation***The student exhibits a unique interpretive and conceptual approach to creating a work.* | Fails to exhibit any unique interpretive or conceptual approach. | Relies on a predictable collection of familiar and cliched ideas or approaches. | Exhibits some examples of novel ideas or unique approaches; however, ideas may lack coherence or need more development. | Creates a new and expressive approach that displays unity and coherence, and on an interpretive level these expressive touches make a familiar work appear new and vital. | Creates a new direction in the realization of the project that moves beyond clichés and constraints, exhibiting a degree of risk or tackling controversial topics. The final project is highly expressive, imaginative, coherent, and leaves a lasting impression. |

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.