# General Education Course Data Entry Worksheet

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

**DIVERSITY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Goal** | **Course Prefix and number** | **Course Name** | **Academic Semester** |
| **D: DIVERSITY** |  |  |  |
|  | **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'. |

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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) |
| Human Diversity |[ ] [ ] [ ] [ ] [ ] [ ]
| Roots of Inequality |[ ] [ ] [ ] [ ] [ ] [ ]
| Awareness |[ ] [ ] [ ] [ ] [ ] [ ]

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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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| Roots of Inequality |[ ] [ ] [ ] [ ] [ ] [ ]
| Awareness |[ ] [ ] [ ] [ ] [ ] [ ]

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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: Human Diversity** *The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.* |  |
| **SLO2: Roots of Inequality***The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.* |  |
| **SLO3: Awareness***The student demonstrates awareness of and manages the influence of personal biases.*  |  |
| **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:*****Human Diversity*** |  |  |  |  |  |   |  |
| **SLO 2:** ***Roots of Inequality*** |  |  |  |  |  |  |  |
| **SLO 3:** ***Awareness*** |  |  |  |  |  |  |  |

\*\* 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*)

**DIVERSITY CURRICULUM**

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

# Program goal: Guide and prompt students to evaluate the diversity of human

#  experience, behavior, and thought, in order to better understand

#  ourselves and others, to respond to the roots of inequality that

#  undermines social justice, while developing awareness regarding diversity

#  in culture, ethnicity, race, gender/gender expression, religion, age, social

#  class, sexual orientation, or abilities.

|  |  |
| --- | --- |
| **Learning objectives***Desired outcomes* | **Levels of competency** |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** |
| **Human Diversity** | Fails to demonstrate knowledge of human diversity and does not recognize impact. | Demonstrates | Applies knowledge | Analyzes the impact of human diversity on behavior, supporting relevant conclusions or viewpoints. | Synthesizes |
| **(Individual, Group,** | minimal knowledge | of human diversity | knowledge of |
| **Institutional) and its** | of human diversity | but not enough to | human diversity |
| **Impact on Behavior** | but cannot draw | fully support | and its impact on |
| *The student* | conclusions | conclusions or | behavior that is |
| *understands how* | regarding impact. | viewpoints about | broad-based with |
| *diversity and* |  | impact. | depth, fully |
| *difference characterize* |  |  | supporting relevant |
| *and shape the human* |  |  | conclusions or |
| *experience and are* |  |  | viewpoints. |
| *critical to the* |  |  |  |
| *formation of identity.* |  |  |  |
| **Historical and** | Fails to recognize roots of inequality and need for social justice. | Demonstrates | Illustrates some | Integrates multiple facets of historical and cultural roots of inequality and expresses need for social justice. | Reflects thoroughly |
| **Cultural Roots of** | minimal | understanding of | on historical and |
| **Inequality** | understanding of | historical or cultural | cultural roots of |
| *The student recognizes* | the roots of | roots of inequality | inequality, |
| *historical and cultural* | inequality and the | and expresses need | responding to the |
| *roots of inequality, and* | need for social | for social justice. | need for social |
| *responds to the need* | justice. |  | justice. |
| *for social justice.* |  |  |  |
| **Attitudes, Beliefs, Behaviors Regarding Diversity***The student demonstrates awareness of and manages the influence of personal biases.* | Fails to express awareness of biases. | Identifies minimal awareness of own biases, even those shared with own cultural group. | Analyzes own biases, expresses preference for those shared with own cultural group. | Examines new perspectives about own biases; seeks out complexities that new perspectives offer. | Integrates insights into own biases; aware of how context shapes them, can recognize and respond to biases in self and others. |

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.