# General Education Course Data Entry Worksheet

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

**HISTORICAL THEMES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Goal** | **Course Prefix and number** | **Course Name** | **Academic Semester** |
| **H: History** |  |  |  |
|  | **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) |
| Knowledge and Understanding |[ ] [ ] [ ] [ ] [ ] [ ]
| Sources and Evidence |[ ] [ ] [ ] [ ] [ ] [ ]
| Application of Language and Critical Thinking Skills in an Historical Context |[ ] [ ] [ ] [ ] [ ] [ ]

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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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| --- | --- | --- | --- | --- | --- | --- |
|  | Exam or Quiz objective questions | Exam or Quiz essay questions | Project | Essay, Report, or Written Reflection | Other (describe below) | None (IF not assessed) |
| Knowledge and Understanding |[ ] [ ] [ ] [ ] [ ] [ ]
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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: Knowledge & Understanding***The student demonstrates knowledge and understanding of major historical themes or trends.* |  |
| **SLO2: Sources and Evidence***The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.* |  |
| **SLO3: Application of Language and Critical Thinking Skills in an Historical Context***The student uses language that is organized and clear and demonstrates an ability to draw comparisons and/or construct historical arguments.* |  |
| **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:** ***Knowledge and Understanding*** |  |  |  |  |  |   |  |
| **SLO 2:** ***Sources and Evidence*** |  |  |  |  |  |  |  |
| **SLO 3:** ***Application of Language and Critical Thinking Skills in an Historical Context*** |  |  |  |  |  |  |  |

\*\* 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*)

**HISTORICAL THEME CURRICULUM**

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

# Program goal: Guide and prompt students to understand major historical themes, applying

#  critical analysis to generate arguments based on appropriate evidence.

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| **Learning objectives** *Desired outcomes* |  **Levels of Competency** |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** |
| **Knowledge and Understanding***The student demonstrates knowledge and understanding of major historical themes or trends* | Fails to demonstrate awareness of the major historical themes or trends. | Demonstrates a limited awareness of major historical themes or trends. | Describes some historical background supportin discussion of major historical themes or trends. | Applies appropriate historical background that supports discussion of major historical themes or trends. | Incorporates appropriate and thorough historical background that supports discussion of major historical themes or trends. |
| **Sources and Evidence***The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.* | Fails to use evidence of any kind; disciplinary standards not carefully followed. | Uses limited historical evidence to explain ideas with little to no understanding of the roles of chronology, causation, and context; disciplinary standards not carefully followed. | Uses some historical evidence to further explore ideas that are not fully integrated or coherent with respect to chronology, causation, and context; shows awareness of disciplinary standards. | Uses persuasive historical evidence that is well integrated with respect to chronology, causation, and context to support the development of ideas; disciplinary standards are followed. | Uses persuasive and appropriate historical evidence that is expertly drawn upon with respect to chronology, causation and context to advance coherent ideas; disciplinary standards are carefully followed. |
| **Application of Language and Critical Thinking Skills in an Historical Context** *The student uses language that is organized and clear, and demonstrates an ability to draw comparisons and/or construct historical arguments*. | Fails to establish historical comparisons or connections and meaning is lost by lack of language control. | Presents limited understanding of historical comparisons or connections and meaning is partially lost by lack of language control. | Illustrates language and analysis that are largely clear, but some gaps in syntax, analytical rigor, and/or historical knowledge are still a distraction | Applies language that is readable and historical analysis is logical with few errors or conceptual gaps. | Incorporates language that is correct, edited, proofread, and contains no or very few errors; analysis incorporates an ability to make sophisticated comparisons and connections. |

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.