|  |
| --- |
| **GENERAL EDUCATION ASSESSMENT –** **GLOBAL PERSPECTIVE** |
| DATE SUBMITTED: |  |
| DEPT:  |  | DEPT CHAIR: |  |
| COURSE:  |  |
| INSTRUCTORS: |  |
| SEMESTER:  |  |
| ASSESSMENT CONTACT: |  |
|  |
| **CLEAR LINK BETWEEN GENERAL EDUCATION STUDENT LEARNING OUTCOMES (GESLO) AND COURSE OBJECTIVES** |
| GESLO 1 | COURSE OBJECTIVES |
| **Knowledge of the environments, political systems, economies, societies and religions of one or more regions outside the United States and awareness of the transnational flow of goods, peoples, ideas and values** |  |
|  |
|  |
|  |
| Comments: |
| GESLO 2 | COURSE OBJECTIVES |
| **Knowledge of the role that different cultural heritages, past and present, play in forming values in another part of the world, enabling the student to function within a more global context** |  |
|  |
|  |
|  |
| Comments: |
| **LEARNING OUTCOME MEASUREMENTS** |
| GESLO 1 | OUTCOME MEASUREMENT |
| **Knowledge of the environments, political systems, economies, societies and religions of one or more regions outside the United States and awareness of the transnational flow of goods, peoples, ideas and values** | Instrument (test, quiz, paper, etc.)  |  |
| Schedule for instrument administration |  |
| Summary of the results of scoring from learning outcomes (% scores, sample size, number of raters, aggregation methods) |  |
|  Comments: |
| GESLO 2 | OUTCOME MEASUREMENT |
| **Knowledge of the role that different cultural heritages, past and present, play in forming values in another part of the world, enabling the student to function within a more global context** | Instrument (test, quiz, paper, etc.) |  |
| Schedule for instrument administration  |  |
| Summary of the results of scoring from learning outcomes (% scores, sample size, number of raters, aggregation methods) |  |
| Comments: |
| **ANALYSIS OF RESULTS** |
| Provide a narrative analysis interpreting the statistical results of the assessment activities regarding student achievement of the GESLOs for this course. (Where did the results show successful achievement, and where did they show problems?)  |
|  **USE OF RESULTS TO IMPROVE LEARNING** |
| *Describe the process* that will be used **by the faculty who teach the course** to evaluate the data and determine what steps to take to improve the course.  |
| *Describe the process* that will be used **by the department as a whole**, to evaluate the data and determine what steps to take to improve the course.  |
| **ASSESSMENT PROCESS** |
| *Describe the process* for collecting and submitting the assessment data for each course in the department (e.g. are individual faculty members responsible for their own courses? Is there a coordinator for each course and/or for all the general education courses?). Please include the name and email of faculty members who were responsible for this assessment process, including data compilation, data analysis, reporting of results within the department, and submission of this report to the GEC. *Note: The department chair retains ultimate responsibility for the submission of accurate assessment data to the GEC.* |
| Describe areas in which the assessment did not give appropriate or useful information for assessing student learning relative to the GESLOs. Include description of changes that will be made to the assessment process (such as changing actual questions or assignments, changing types of assessment instruments, readjusting sample size, rewriting the scoring rubric) to make it more useful.  |
| **ATTACHMENTS** |
|  | Yes | No |
| The ***Assessment Plan*** for this course *Note: the actual assessment activities should match what was proposed in the Assessment Plan submitted to the GEC. If it does not, please explain what changes you made, and why.* |  |  |
| A ***Syllabus*** from each instructor who taught this course during the data collection year |  |  |
| Copies of the ***instruments*** (exams, quizzes, or assignments) used in the course to measure outcomes with references to items/areas on the instruments that address the GESLOs |  |  |
| A***sample scoring guide or rubric*** for evaluating papers, projects, essays, performances and other types of student work that involve subjective evaluation. |  |  |
| Comments:  |
| Reviewed by:  |  |
| Reviewed by: |  |