Learning Domains Student Assessment Plan

Learning Goals:

Expressive Arts (EA)

Either through the creation and performance of works of art or through the study of artistic creations within a context of time, culture, or style, students are able to:

- Understand and respond to works of art in an informed manner.
- Recognize the manner in which artistic content communicates ideas and feelings.
- Comprehend the formal processes which go into the creation of selected works of art.

Historical Perspectives (HP)

Upon completion of a course in this learning domain, students are able to:

- Understand some of the diverse ways in which human beings in different cultures and societies have responded to temporal change.
- Examine contemporary issues from a historical perspective.
- Use historical perspective to gain insight into their own convictions and actions.

Literary Studies (LS)

Upon completion of a course in this learning domain, students are able to:

- Engage in the practice of written and oral expression.
- Read a text critically to determine what meanings it holds, how and why those meanings are produced, and the effects of these choices.
- Examine how literary works provide insight into the human experience.

Natural Science Inquiry (NS, NS-L)

Upon completion of a course with the NS domain code, students are able to:

- Understand and apply the scientific and mathematical principles of their discipline.
- Understand the distinction between science and dogma.
- Use basic scientific principles to place information in a larger context.
- Understand how science does and does not work.

Upon completion of a course in with the NS-L domain code, students are able to:

- Use the scientific method to gather, interpret and evaluate data.
- Employ tools to assess the validity of observations related to the natural world.
- Join scientific principles with critical analysis in a manner that is appropriate to the discipline.
- Relate their analysis and conclusions to those of the larger scientific community.

Social and Behavioral Analysis (SB)

Upon completion of a course in this learning domain, students are able to:

- Begin to understand human and social behavior through the use of appropriate disciplinary techniques.
- Use their understanding of human behavior and relationships to discuss policy and/or other interventions.
- Grasp how human experience is shaped by the social and institutional landscape.

Values, Beliefs and Ethics (VA)

Upon completion of a course in this learning domain, students are able to:

- Articulate an understanding of different value and belief systems that follows upon critical exploration of those systems.
- Express the commonalities discovered in value and belief systems that follows upon critical exploration of those systems.
- Express the commonalities discovered in value and belief systems across historical, philosophical, religious, and/or cultural boundaries.
- Demonstrate familiarity with ways of making reasoned value judgements.

Plans for Gathering Information:

Direct Assessment: Instructor Evaluation Rubric (see Appendix A). Indirect Assessment: Student Feedback Questions (see Appendix B).

Semester/Date: Number of Students Instructor:	·			
	. 01			
Instructor	ın Class:			
mstructor.				
Rubrics: Type in each by the label at the top of t		of students in the cla	ss whose	e performance relative to the listed Learner Outcome is described
- , ,			-	tions of course performance
Satisfactory (SAT) = p	performance that	t meets the expected l	evel for t	the course
Needs Growth (NG) =	some need for	improvement, althoug	gh overall	l performance meets expected level for the course
Unsatisfactory (UNSA	(AT) = overall per	rformance not accepta	able for th	he course
Not applicable (NA)=	this learning go	al is not applicable to	the cour	se
Either through the crecontext of time, culture				rt or through the study of artistic creations within a
STR	SAT N	G UNSAT	NA	Learner Outcomes
				1. Understand and respond to works of art in an informed manner
				2. Recognize the manner in which artistic content communicates ideas and feelings
				3. Comprehend the formal processes which go into the creation of selected works of art
Descriptive Evide the list. Multiple mea			check a	all data used to complete this form. Feel free to add to
☐ G ₁	rades [Papers		Presentations
Other (please list):				

Direct Assessment Instrument for EA Coded Classes

Course Number a	nd Title:					
Semester/Date:						
Number of Stude	nts in Class:					
Instructor:						
Rubrics: Type in 6 by the label at the top			udents in the cla	ass whose	performance relative to the listed Learner	: Outcome is describ
Strong (STR) = ou	itstanding perf	ormance in	course; exceeds	s expectat	ions of course performance	
Satisfactory (SAT) = performan	ce that mee	ts the expected l	level for t	he course	
Needs Growth (N	G) = some nee	d for impro	ovement, althoug	gh overall	performance meets expected level for the	course
Unsatisfactory (U	NSAT) = over	all perform	ance not accept	able for th	ne course	
Not applicable (N.	A)= this learni	ng goal is i	not applicable to	the cours	se	
	,		**			
Upon completion	of this cour	se. stude	nts were able	e to:		
STR	SAT	NG	UNSAT	NA	Learner Outcomes	
					1. Understand some of the divers human beings in different culture have responded to temporal char	es and societies
					2. Examine contemporary issues perspective.	from a historica
					3. Use historical perspective to g their own convictions and action	
				•		
Descriptive Ev the list. Multiple				check a	ll data used to complete this form.	Feel free to add
	Grades		Papers		Presentations	Exams
Other (please li	ist):					

Direct Assessment Instrument for HP Coded Classes

Course Number Semester/Date: Number of Stud Instructor:		:						
Rubrics: Type in described by the lab				ass who	se performance relative to the listed Lear	ner Ou	tcome is	
Strong (STR) =	outstanding perf	formance	in course; exceed	ls expec	tations of course performance			
Satisfactory (SAT) = performance that meets the expected level for the course								
Needs Growth (NG) = some need for improvement, although overall performance meets expected level for the course								
Unsatisfactory (UNSAT) = over	rall perfor	mance not accep	table for	the course			
Not applicable (NA)= this learn	ing goal is	s not applicable to	o the co	urse			
Upon completic	n of this cou	rse, stud	lents were able	e to:				
STR	SAT	NG	UNSAT	NA	Learner Outcomes			
					1. Engage in the practice of write expression	iten aı	nd oral	
	2. Read a text critically to determine what meanings it holds, how and why those meanings are produced, and the effects of these choices.							
					3.Examine how literary works p the human experience.	rovid	e insight into	
Descriptive I to the list. Multi				check	all data used to complete this for	m. Fe	el free to add	
	Grades		Papers		Presentations		Exams	

Direct Assessment Instrument for LS Coded Classes

Other (please list):

Rubrics: Type in each box the number of students in the class whose performance relative to the listed Learner Outcome is described by the label at the top of the column.

Strong (STR) = outstanding performance in course; exceeds expectations of course performance

Satisfactory (SAT) = performance that meets the expected level for the course

Needs Growth (NG) = some need for improvement, although overall performance meets expected level for the course

Unsatisfactory (UNSAT) = overall performance not acceptable for the course

Not applicable (NA)= this learning goal is not applicable to the course

STR	SAT	NG	UNSAT	NA	Learner Outcomes			
					NS			
					1.Understand and apply the scien mathematical principles of their			
					2. Understand the distinction bet dogma.	ween scien	ce ar	
					3. Use basic scientific principles to place information in a larger context.			
					4. Understand how science does work.	and does no	ot	
					NS-L			
					1. Use the scientific method to g and evaluate data.	ather, interp	oret	
					2. Employ tools to assess the val observations related to the natural			
					3. Join scientific principles with a manner that is appropriate to the			
					4. Relate their analysis and conc the larger scientific community.	lusions to tl	hose	

	iptive Evidence of It. Multiple measures		se check all data used to compl	ete this form. Feel free to add
	Grades	Papers	Presentations	Exams
Other	(please list):			

Course Number and Title: Semester/Date: Number of Students in Class: Instructor:
Rubrics: Type in each box the number of students in the class whose performance relative to the listed Learner Outcome is described by the label at the top of the column.
Strong (STR) = outstanding performance in course; exceeds expectations of course performance Satisfactory (SAT) = performance that meets the expected level for the course Needs Growth (NG) = some need for improvement, although overall performance meets expected level for the course Unsatisfactory (UNSAT) = overall performance not acceptable for the course Not applicable (NA)= this learning goal is not applicable to the course
Upon completion of this course, students were able to:

Direct Assessment Instrument for SB Coded Classes

STR	SAT	NG	UNSAT	NA	Learner Outcomes
					1. Begin to understand human and social behavio through the use of appropriate disciplinary techniques.
					2. Use their understanding of human behavior and relationships to discuss policy and/or other interventions.
					3. Grasp how human experience is shaped by the social and institutional landscape

Descriptive Evidence of to the list. Multiple measure		se check all data used to comp	plete this form. Feel free to add
Grades	Papers	Presentations	Exams
Other (please list):			

Direct Assessment Instrument for VA Coded Classes

Course Number and Title: Semester/Date:
Number of Students in Class:
Instructor:
Rubrics: Type in each box the number of students in the class whose performance relative to the listed Learner Outcome is described by the label at the top of the column.
Strong (STR) = outstanding performance in course; exceeds expectations of course performance
Satisfactory (SAT) = performance that meets the expected level for the course
Needs Growth (NG) = some need for improvement, although overall performance meets expected level for the course
Unsatisfactory (UNSAT) = overall performance not acceptable for the course
Not applicable (NA)= this learning goal is not applicable to the course

Upon completio	Jpon completion of this course, students were able to:								
STR	SAT	NG	UNSAT	NA	Learner Outcomes				
					1. Articulate an understanding of different value and belief systems that follow upon critical exploration of those systems				
					2. Express the commonalities discovered in value and belief systems across historical, philosophical, religious, and/or cultural boundaries.				
					3. Demonstrate familiarity with ways of making reasoned value judgements				

Descriptive Evide the list. Multiple mea			call data used to complete this form. I	Feel free to add to
☐ G1	rades	Papers [Presentations	Exams
Other (please list):				

Expressive Arts (EA)	of art or t	hrough the stime, culture	tudy of artist	performance of works istic creations within a to what degree did this ou to:			
	To a high degree	To a moderate degree	Neutral/ uncertain	To a low degree	Not at		
Understand and respond to works of art in an informed manner.							
Recognize the manner in which artistic content communicates ideas and feelings.							
Comprehend the formal processes which go into the creation of selected works of art.							
Historical Perspectives (HP)	To what degree did this course allow you to do the following?						
	To a high degree	To a moderate degree	Neutral/ uncertain	To a low degree	Not at		
Understand some of the diverse ways in which human beings in different cultures and societies have responded to temporal change.							
Examine contemporary issues from a historical perspective.							
Use historical perspective to gain insight into their own convictions and actions.							
Literary Studies (LS)	To what degree did this course allow you to do the following?						
	To a high degree	To a moderate degree	Neutral/ uncertain	To a low degree	Not at		
Engage in the practice of written and oral expression.							
Read a text critically to determine what meanings it holds, how and why those meanings are produced, and the effects of these choices.							

Examine how literary works provide insight into the human experience.							
Natural Science Inquiry (NS, NS-L)	To what degree did this course allow you to do the following?						
NS	To a high degree	To a moderate degree	Neutral/ uncertain	To a low degree	Not at		
Understand and apply the scientific and mathematical principles of their discipline.							
Understand the distinction between science and dogma.							
Use basic scientific principles to place information in a larger context.							
Understand how science does and does not work.							
NS-L	To what degree did this course allow you to do the following?						
	To a high degree	To a moderate degree	Neutral/ uncertain	To a low degree	Not at		
Use the scientific method to gather, interpret and evaluate data.							
Employ tools to assess the validity of observations related to the natural world.							
Join scientific principles with critical analysis in a manner that is appropriate to the discipline.							
Relate their analysis and conclusions to those of the larger scientific community.							
Social and Behavioral Analysis (SB)	To what degree did this course allow you to do the following?						
	To a high degree	To a moderate degree	Neutral/ uncertain	To a low degree	Not at		

Begin to understand human and social behavior through the use of appropriate disciplinary techniques.							
Use their understanding of human behavior and relationships to discuss policy and/or other interventions.							
Grasp how human experience is shaped by the social and institutional landscape.							
Values, Beliefs and Ethics (VA)	To what degree did this course allow you to do the following?						
	To a high degree	To a moderate degree	Neutral/ uncertain	To a low degree	Not at		
Articulate an understanding of different value and belief systems that follows upon critical exploration of those systems.							
Express the commonalities discovered in value and belief systems that follows upon critical exploration of those systems.							
Express the commonalities discovered in value and belief systems across historical, philosophical, religious, and/or cultural boundaries.							
Demonstrate familiarity with ways of making reasoned value judgements.							