

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).

Direct Assessment Instrument for EA 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

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 were able to:

STR	SAT	NG	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 Evidence of Performance: Please check all data used to complete this form. Feel free to add to the list. Multiple measures must be used.

☐ Grades ☐ Papers ☐ Presentations ☐ Exams

Other (please list):

Direct Assessment Instrument for **HP** 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 completion of this course, students were able to:

STR	SAT	NG	UNSAT	NA	Learner Outcomes			
					1. Understand some of the diverse ways in which human beings in different cultures and societies have responded to temporal change.			
					2. Examine contemporary issues from a historical perspective.			
					3. Use historical perspective to gain insight into their own convictions and actions.			

Descriptive Evidence of Performance: Please check all data used to complete this form. Feel free to add to the list. Multiple measures must be used.

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Grades

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Papers

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Presentations

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Exams

Other (please list):

Direct Assessment Instrument for LS 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 completion of this course, students were able to:								
STR	SAT	NG	UNSAT	NA	Learner Outcomes			
					1. Engage in the practice of written and oral expression			
					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 provide insight into the human experience.			

Descriptive Evidence of Performance: Please check all data used to complete this form. Feel free to add to the list. Multiple measures must be used.

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Grades

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Papers

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Presentations

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Exams

Other (please list):

Direct Assessment Instrument for NS, NS-L Coded Classes

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:								
STR	SAT	NG	UNSAT	NA	Learner Outcomes			
					NS			
					1. Understand and apply the scientific and mathematical principles of their discipline.			
					2. Understand the distinction between science and dogma.			
					3. Use basic scientific principles to place information in a larger context.			
					4. Understand how science does and does not work.			
					NS-L			
					1. Use the scientific method to gather, interpret and evaluate data.			
					2. Employ tools to assess the validity of observations related to the natural world.			
					3. Join scientific principles with critical analysis in a manner that is appropriate to the discipline.			
					4. Relate their analysis and conclusions to those of the larger scientific community.			

Descriptive Evidence of Performance: Please check all data used to complete this form. Feel free to add to the list. Multiple measures must be used.

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Grades

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Papers

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Presentations

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Exams

Other (please list):

Direct Assessment Instrument for **SB** 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 completion of this course, students were able to:

STR	SAT	NG	UNSAT	NA	Learner Outcomes			
					1. Begin to understand human and social behavior 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 Performance: Please check all data used to complete this form. Feel free to add to the list. Multiple measures must be used.

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Grades

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Papers

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Presentations

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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 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 Evidence of Performance: Please check all data used to complete this form. Feel free to add to the list. Multiple measures must be used.

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Grades

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Papers

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Presentations

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Exams

Other (please list):

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, to what degree did this course allow you to:				
	To a high degree	To a moderate degree	Neutral/uncertain	To a low degree	Not at all
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 all
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 all
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 all
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 all
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 all

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 all
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.					