

# General Education Assessment

## Summary of Reports, 2021-22

### **Learning Objective 1. Reading Closely: Literary Analysis and Interpretation.** *One course.*

The ability to read closely provides a foundation for informed and reflective critical analysis that is fundamental to lifelong learning and literary experiences of lasting value. Instruction in reading closely equips students to pay careful attention to the constitutive details and stylistic concerns of significant works of literature so as to arrive at a meaning that can be defended with confidence. In addition to promoting responsible ways of taking a literary work of consequence on its own terms, courses satisfying this requirement enable students to become proficient at identifying, interpreting, and analyzing new ideas, perennial topics, universal themes, and vivid descriptions of sensory and internal experiences.

#### Outcomes:

SLO 1: Students can identify and analyze constitutive details and literary style.

SLO 2: Students can produce interpretations of literary meaning.

SLO 3: Students can produce convincing arguments for their interpretations.

#### Sample formal assessment tools:

- Formal essay about a work of literature.
- Persuasive (argument) essay.
- Expository essay.
- Extended essay focusing on a close reading of a passage / poem.
- Extended essay with secondary sources for context /reaction.
- Take-home midterm exam, holistic assessment of progress to date.
- Close reading exercise: give a lengthy description of the details of a passage and formulate a hypothesis about the passage (and the larger world in which it is embedded) based on these details, which become the evidence of the hypothesis.
- Close reading exercise requiring application of particular rhetorical and literary terms.
- Assign “note sets” to promote active reading, following a rubric of questions.
- Weekly or biweekly short responses focusing on interpretation (for quick feedback).
- Mini-independent study project.
- Freewriting assignment.

#### Sample uses of data for improvement:

- Dedicate more time to develop skill in making arguments from the text: choosing appropriate passages, seamlessly integrating them into the flow of their argument, and unpacking them fully with analysis.
- Students seemed more willing to paraphrase the arguments of others and reluctant to identify and explore their own interpretations of texts. For the next time the course is taught, perhaps the exploration of secondary sources will happen much later in the semester, allowing students to sit with (reflect on) primary sources, form their own interpretations, and then see how their arguments might relate to those of others who have read the same text.

- Help students by re-framing the process of “pre-thinking” before drafting to consolidate thoughts, by using a guided worksheet and class time in pairs.
- Recognizing the importance of active participation in class, and since there is no institutional backup to enforce attendance, I may incorporate some sort of daily low-point exercise.
- Schedule a writing workshop 10 days before the final paper was due. Students generated essay questions in this writing workshop and were given time to construct their outlines. Many students discussed their outlines with me after class. The overall quality of the final papers suggested that this workshop was successful.
- End some discussion sessions with short writing exercises. These exercises will help students gather their thoughts and form deeper and more coherent understanding of the discussed texts. It will also allow students who do not have the chance to speak up to express their opinions.
- Made more use of the group activities in conjunction with lectures. We provided detailed instructions for breaking down the form and content of passages in order to model the process of interpretation and analysis. It improved the quality of class discussion, and we assert that the high number of satisfactory to superior grades is a result of this change.
- To better consider literary style, have students really focus on issues of translation and consider the stylistic choices of translators.
- To hone the close-reading exercise, continue to work on multiple exercises this semester, including a practice one that let me give them individualized feedback on what to work on.
- The last time I taught the course, I was principally worried about the granular level of textual analysis. That improved considerably, as students were good at the parsing of particular words with the literary forms.
- Implemented a new deadline structure. By introducing some circuit-breakers and asking students to all walk through these core assignments together with the same deadlines, I helped more students stay more on top of their work. Basically, I kept the specs grading model and bundles (slightly tweaking the assignments attached to each one), but dialed back the flexibility in submitting work. I identified some assignments as "Core" course work that everyone must do and submit on time, and left some of the bundle-specific assignments a bit more flexible in terms of deadline. The improvement in the scheduling helped me talk with more students earlier in our tutorial grading sessions.
- Continued to employ non-traditional grading schemes for formational assessment, e.g. “N” for “not yet” or “S” for “strong” in responding to writing.
- Introduce additional revision exercises--taking a piece of writing that's already "successful" and manipulating it further: expanding or making more concise, adjusting for tone, for varied syntax, etc.
- Incorporate days devoted to discussion of academic writing and the formulation of arguments. In the past, I've wanted to spend as much time as possible [to the disciplinary content], but I think it's worthwhile to devote some more time to academic writing so that students can better convey the results of their close reading.
- Incorporated a paper-writing workshop into the course so students could work with one another to hone arguments and provide feedback, and I think that worked very well. I focused more this semester on discussions of writing practices such as citation and the like and also incorporated two days in which we analyzed selected academic articles. I

provided students with a worksheet they had to fill out beforehand to help them assess the arguments.

**Learning Objective 2. Understanding the Arts: Creativity, Performance, and Interpretation.** *One course.*

The need to create, experience, and comprehend art is a defining human activity. Learning in the arts fosters aesthetic development, self-discipline, imaginative insights, and the ability to make connections between seemingly disparate ideas and issues. Many courses provide insight into the discipline, craft, and creative processes that go into making a work of art, while others focus on analyzing and interpreting the products of that artistic creativity. Developing the ability to think in intuitive, non-verbal, aural, or visual realms enhances creativity, and provides students a way to address problems that do not have conventional solutions.

Outcomes:

SLO 1: Students are able to identify and appreciate non-verbal or intuitive modes of thought.

SLO 2: Students can comprehend a creative process through experience OR analysis.

SLO 3: Students can produce interpretations of artistic work, OR artistic works themselves, which display an understanding of creative processes.

Sample formal assessment tools:

- Students wrote reflective journals in response to the assigned readings and the performances we watched together
- Students completed weekly in-class participation assignments in which they were consistently asked to identify and engage with these modes of thought
- Periodic tests
- Create actual works in the medium appropriate to the course content.
- Short weekly writing assignments.
- Regular quizzes.
- Students completed three projects in which they had the option of writing a paper, creating a video, writing a short story, or creating a work of art to assess and respond to a broad theme.
- Students memorized, rehearsed and presented scenes from contemporary, realistic plays.
- Research and/or analysis paper.
- Final exam.
- Create digital storyboard / analysis of work.
- Final listening exercise with evaluation.
- Review of piece of art (visual, aural, performance).

Sample uses of data for improvement:

- Implemented new participation assignment that incentivized their participation through a range of points.
- Alter rubrics to point more toward critical thinking to encourage students to continue building original thoughts in their interpretation of art.
- Encourage students to synthesize the information and form their own ideas. I'm finding that they have a hard time taking risks with their own ideas and prefer to

repeat/regurgitate information (almost word for word) from my lectures. I will seek methods by which to support their own original thinking and without fear of failure.

- Integration of the final project into the last weeks of class.
- Continue refining assignments in ways that will encourage more critical thinking.
- Integrate more opportunities for visual analysis into the course by connecting texts from the syllabus to relevant objects like paintings, maps, portraits, sculpture, codices, and early illustrated books in the archives.
- Experiment with less structure for some interpretive assignments, which I avoided this fall because I was unsure of a typical 100-level student's musical experience at this institution

**Learning Objective 3. Seeking Meaning: Wisdom, Truth, and Inquiry.** *One course.*

The quest to answer fundamental questions of human existence has always been central to living the examined life. Through this learning objective, students examine how people in diverse times and places have addressed basic human questions about the meaning of life, the source of moral value, the nature of reality and possibility of transcendence, and to what or whom persons owe their ultimate allegiance. Courses that explore texts and traditions dedicated to philosophic questions and ethical inquiry, or that examine religious belief and practice as a pervasive expression of human culture, encourage students to develop a deeper understanding of what it means to be human.

Outcomes:

SLO 1: Students have deepened their understanding of humanity's quest, in diverse times and places, to address questions about the meaning of life, the source of moral value, the nature of reality and possibility of transcendence, and to what or whom persons owe their ultimate allegiance.

SLO 2: Students have gained a critical appreciation of texts and traditions that are dedicated to philosophic questions and ethical inquiry, *or* that examine religious belief and practice as a pervasive expression of human culture.

Sample formal assessment tools:

- Students took a final exam with questions designed to allow them to apply theories learned during the semester to real-life problems.
- Basic in-class, pass-fail quiz because it's definitely a part I need to improve and the students have suggested a good way for me to improve it that I will try next time.
- Group research project
- Final individual project
- Extended essay
- Multiple shorter essays / responses to readings.
- "Keep up" quizzes
- Portfolio of weekly learning artifacts
- Final reflective essay
- Participation self-assessment essays
- Reading and viewing reaction logs

Sample uses of data for improvement:

- Students were given three specific options for the final project that drew upon and synthesized earlier material, which might have been more do-able as a final than another mini research project or objective test.
- [Having implemented a basic “pass/fail” quiz] I was surprised, given that I had made it clear that no student could earn a B or above without passing the quiz, that I was still left with 1/3 of the class having failed the quiz after the second time I gave it. This was a basic memorization quiz, and my expectation was that everyone would memorize what needed to be memorized (which would make all their reading much easier because there is a lot of new vocabulary) and we'd move on. The students suggested that I invite them to create a glossary for themselves, one they could put in their notebook and use for the readings. I will do that next time--maybe give them the option of passing the quiz (maybe move quizzes back online?) or creating for themselves a glossary of terms.
- The improvement goal from last time was focused on students' ability to understand and analyze texts. I slightly tweaked the regular reading responses that students write on each reading in order to give them better practice at doing this. I plan to tweak the structure of class discussions to allow them to practice this skill.
- Would shape weekly response papers to have more coherence and provide a collective assessment tool for LO textual meaning.
- Selection of relevant texts was altered and reduced from previous semesters in an effort to simplify the course narrative and emphasize importance of central texts and ideas
- Alter format of final paper, as well as further narrow and refine text selections in the last third of the semester. These apply to the first and second learning outcomes, respectively. The basis for these choices are my reflections regarding how to serve student needs as they respond to different texts and writing assignments throughout the course of the semester.
- Reframe weekly learning artifacts into a more fluid portfolio-based project

#### **Learning Objective 4. Exploring Past and Present: Perspectives on Societies and Cultures.** *Two courses.*

Curiosity about society and its institutions is central to the engaged life. In addition, informed citizens should have an understanding of individual and collective behavior in the past and present. To address the challenges facing the world today, citizens must understand how these challenges arise and the roles that individuals, communities, countries, and international organizations play in addressing them. Learning how to pose appropriate questions, how to read and interpret historical documents, and how to use methods of analysis to study social interaction prepares students to comprehend the dynamics within and among societies. These skills enable students to examine the world around them and to make historically, theoretically, and empirically informed judgments about social phenomena.

Outcomes:

SLO 1: Students are able to make informed judgments about social phenomena by reading and interpreting historical documents OR by using methods of analysis appropriate to social science.

Sample formal assessment tools:

- Final exam (sometimes giving writing prompts head of time, sometimes not).
- Specific items on final exam.
- Periodic tests
- Book review
- Extended formal research assignment, analyzing primary document(s)
- Portfolio of weekly learning artifacts
- Research paper based on research from within their declared major [if other], accompanied by a digitally-made visual that explains their argument
- Capstone project (with applied element)
- Periodic quizzes
- Require students to facilitate class discussions
- “Keep up” quizzes
- Multiple short essays.
- Three papers scaffolded to build the skills of primary analysis, secondary analysis, and synthetical analysis and argument in turn.
- Class presentations analyzing real world data.
- Analysis of primary document on final exam.
- Scaffolded low-stakes assignments throughout the semester introduce the processes of interpreting primary and secondary documents; using electronic databases to locate appropriate documents; synthesizing and evaluating differing perspectives in the secondary literature; developing a research topic and thesis; and finally, the process of crafting an argument through multiple drafts.
- Students had the choice of writing a 7-8 pg primary source based paper or lesson plan focused on the art of teaching/interpreting a substantive historical document.
- Book review.
- Weekly journal responses
- Identify and analyze primary source on the exam.
- Podcast / short video project.
- Reflection papers.
- Scholarly article review.

Sample uses of data for improvement:

- Employ frequent, low-stakes assignments that are crucial for developing mastery
- [In a class with many FY students, many seniors] Moved discussion from pairs, to a larger circle of students (2 circles of @ 12 each). I think that this went really well, as more first year students were able to hear/learn from more of the advanced students when discussing the material
- Allowed students to create a 1 page front/back study guide that they could consult, as long as they submitted the study guide to me in advance. One strength of this approach that emerged was the opportunity to review/discuss their study guide with me in advance. I could provide clarification, corrections and encourage them to review certain readings etc. to increase their understanding
- Utilized the social annotation software Hypothesis. The platform encourages students to engage with the readings, and with each other, and allows the instructor to assess student

comprehension. Students are incentivized to consider how what they are learning from a reading/assignment engages themes or content from other classes, internships, or personal experience. It is obvious from annotations that many students are making a significant number of connections across their classes

- ‘flash presentation’ method of oral presentations, but extend the time from 3 to 5 minutes, and review practice videos and tips in class rather than just handing out/linking this information on the syllabus and on Brightspace
- Integrate more than one or two ‘writing workshop’ modules into the class. About ½ of the class could have benefitted from additional hands-on writing instruction.
- Require visit to research librarians
- Require primary source analyses to supplement weekly work
- Reflect, discuss, and deepen the connections between the simulations and the course content.
- Spend more time at the beginning of the semester inquiring into the strengths and weaknesses of primary sources, considering how primary sources inform secondary interpretations, and thinking about how we contextualize historical sources
- Incorporate more audio-visual materials and historical newspapers in the course
- Use early class meetings to prepare students to facilitate class discussion later on the semester
- We focused on the logic of arguments, we made consistent connections between different scholars and literatures in discussion, and throughout the semester, my lectures emphasized how scholars are in conversation with one another. We analyzed current events based on scholarship, and this offered students the necessary practice at making critical analytic connections between research and the political events they observe around them.
- I also ask students to reflect (throughout the course) on how decisions made in prehistory still shape our lives today. Research projects focused on prehistoric pandemics, the origins of social inequalities and cross-cultural similarities in the development of state-level societies, for example.
- More specific instruction on how to differentiate between expository and persuasive writing, and how to synthesize course material while avoiding mere description.
- More time engaging with students on how to engage with the questions they find in the text in our current world. Some students find it difficult to make this move, feeling that the present is somehow beyond or exempt from the issues of the past. This leads to either failing to see the present import of these texts, or on the other hand applying the questions so inflexibly that they serve no critical purpose. Being better at these critical skills helps students meet the mission of G4: comprehending the dynamics within and among societies.
- The writing workshops did not work as well as the previous semester; need to add a graded component, e.g. increase percentage of grade assigned to rough draft
- Move the papers earlier, emphasize drafts, and put in a draft requirement for paper 3. I emphasized a required annotated bibliography rather than a draft for paper 3, and this did help in some instances. We also spent a day researching together in class for paper 3, which allowed me to contour their understanding of the research process (and give specific examples of what "academic and peer-reviewed" really means).

- Set aside slightly more class time for both group primary source analysis and group secondary source analysis. I also added an annotated bibliography to the syllabus as a requirement before the research paper.
- Asked students to analyze primary sources that they had not seen before, but which had clear connections to course content.
- I clarified our goals for this paper right away after the midterm and built in both more time for discussion of the novel and more time for preparatory lectures and discussions on historical developments related to [course].
- Provided a list of twinned secondary sources so that students could focus on comparing secondary analysis rather than get bogged down in the research process.
- Linked success with very explicit skills that we practiced repeatedly in class
- Reduce my mantra for writers of “a strong thesis, logically developed, clearly expressed, and supported by evidence” to an explicitly quantified rubric for grading the papers
- Developed explicit rubric for grading the essays. The greater rigor and precision this introduced has actually eased the process of grading, while also making it easier to explain the reasoning behind the grades to students
- Allow for more discussion of expectations in class
- I started using an ipad instead of the blackboard and recorded all steps and calculations for students to revisit after class and during homework. This was a game changer in improving the math component.
- I started the in-class discussions and 'Discussing Economics in Sewanee' assignments which helped students contextualize the material much better.
- I have decided to scrap the research paper (and the "In Our Time" paper) and focus on the skills I want to see more explicitly. I will now have two primary source analysis papers, one before the midterm and one after, and two secondary source analysis papers, one before and one after. Both the primary and the secondary papers before the midterm will be extensions of analysis we have done in class, and both papers after the midterm will be their own choice. This will hopefully preserve some of the freedom to follow their own interests, while linking writing to explicit skills.
- I will do more to emphasize the way historical documents and scholarly sources give us information about WHY change happens.
- I will try to find sources that are more similar in terms of their difficulty, or perhaps offer fewer options, forcing students to pick more challenging sources to analyze.
- Devote more time to explaining the difference between a primary and secondary source and incorporate an exercise near the beginning of the semester that allows them to analyze a primary source
- Spend more time on the art of developing research questions, how to do so 'in conversation' with course readings, secondary source materials while also recognizing the limitations of particular materials

**Learning Objective 5. Observing, Experimenting, and Modeling: The Scientific and Quantitative View.** *Three courses. One must include substantial quantitative, algorithmic, or abstract logical reasoning. One must be a science course with a substantial experiential or experimental component.*

The study of the natural world through careful observation, construction and testing of hypotheses, and the design and implementation of reproducible experiments is a key aspect of



human experience. Scientific literacy and the ability to assess the validity of scientific claims are critical components of an educated and informed life. Scientific and quantitative courses develop students' ability to use close observation and interpret empirical data to understand processes in the natural world better. As they create models to explain observable phenomena, students develop their abilities to reason both deductively and inductively.

Outcomes:

G5 SLO 1: The student can evaluate scientific information and/or scientific texts, and distinguish data or facts from interpretation and opinion.

G5 (experiential) SLO 1: The student demonstrates the ability to use scientific methodologies to study and draw reasonable conclusions about the natural world through detailed observations, carefully recorded data, and data analysis techniques appropriate for their field of study.

G5 (experiential) SLO 2: The student can evaluate scientific information and/or scientific texts, and distinguish data or facts from interpretation and opinion.

G5 (experiential) SLO 3: Students demonstrate the ability to calculate and analyze empirical data sets and/or demonstrate the ability model mathematical theory.

G5 (quantitative) SLO 1: The student demonstrates the ability to calculate and analyze empirical data sets and/or demonstrate the ability model mathematical theory.

Sample formal assessment tools:

- Weekly quizzes
- (G5E) Laboratory experiments, with formal lab report
- Repeatable “infinite” quizzes
- Periodic tests
- Virtual lab simulations
- Case studies
- Final exam with specific questions tied to specific SLOs
- In-class activities and discussion—small-group activities, think-pair-share, and entire-class discussions—that focus on claims related to cognitive psychology from sources including peer-reviewed empirical articles, articles in the popular press, and claims on social media
- Students regularly respond to catalyst questions prior to class sessions, via online demonstration activities, and via a semester-long interest area explorations activity that asks them to develop and consider applications and implications of course concepts to a personal area of interest
- Students were assigned a semester-long small-group research project
- Regular short responses
- Read and analyze a primary research article
- Personal reflection pieces
- (G5Q) Application of mathematical principles to real scenarios
- Had students write computer programs, both independently and in pairs

Sample uses of data for improvement:

- Add more opportunities to collect, analyze, and interpret quantitative and qualitative field data. I added components to preexisting labs and reworked several others to involve more empirical data collection, analysis, and interpretation to give students more in-depth experience in these aspects
- Increase the quantitative rigor to improve outcome 3
- My students need a clearer framework and more structure to deliver high-quality written work. I will move toward fewer but more in-depth assignments with very clearly stated goals and expectations, as well as opportunities to revise.
- Encourage even more student participation in problem solving activities
- Introduce low stakes, group-based quizzes as a form of cooperative learning which have shown greater retention by students
- Develop students' ability to meaningfully apply concepts to real-world situations
- Scaffolding of students' approach to applications- and implications-oriented thinking shifted from the framing and feedback on weekly journaling to small group and entire class applications- and implications-based modeling, discussions, and sharing during some class sessions
- Explore ways to encourage students' ongoing thinking about data vs. interpretation in the context of other meaningful goals
- Use interest area explorations and class sessions as places to truly explore ideas, where alternative interpretations and speculation were welcome (and often needed) but importantly distinguished from direct applications of research findings
- Develop individual mini-worksheets based on data analysis (as opposed to group discussion). After completion of the worksheet, the questions and responses will be discussed in class. This will be done twice in the semester in order to allow some assessment of improvement by individual students throughout the course
- Develop a mini-worksheet based solely on a single primary research article that will be discussed in class
- Provide more ungraded problem sets to show a larger variation in the problems that can be solved using the concepts presented in the class
- De-emphasize final exam
- Re-evaluate software package and allow more time for instruction in how to use
- Diversify readings for the next iteration, including perhaps snippets of secondary literature, news articles, or other sources of information such as podcasts and video recordings. This will give the students more opportunities to develop critical thinking skills as applied to the scientific method in neuroscience
- Include poetry to help illustrate alternative understandings of the natural world

**Learning Objective 6. Comprehending Cross-Culturally: Language and Global Studies.** *One 300-level or higher foreign language course OR foreign language through the 200 (3rd semester) level together with one course in a related culture.*

The cross-cultural comprehension requirement at Sewanee helps to prepare students for full citizenship in our global society. Upon completion of this requirement, students have developed a range of communicative strategies in a foreign language, recognition of another cultural perspective, and the capacity for informed engagement with another culture. These skills lead

students to understand a variety of texts: oral, visual, and written. Students practice writing, public speaking, conversing, critical thinking, and textual analysis. Success in a foreign language gives students knowledge that they can apply broadly to academic and non-academic settings. The study of at least a second language is and always has been a hallmark of liberal arts education, providing not just access to the thought and expression of a foreign mentality and culture, but also a useful way to reflect on one's own mentality, language, and culture.

Outcomes:

G6 (language) SLO 1: Students can read and comprehend authentic text in the target language, with the help of a dictionary, and can express themselves (in the case of modern languages) in the target language.

Note: Competency in this SLO can be demonstrated by passing the intermediate (200-level) language course. Those students who place out of the 200-level course must demonstrate competency at the 300-level.

G6 (culture) SLO 1: Students can analyze and discuss texts related to a culture and recognize another cultural perspective.

Sample formal assessment tools:

- Regular quizzes
- Self-reflection papers to assess own growth
- Final exam (whole or in part)
- (culture) Analytical essay on current topic in target culture
- (culture) Commentary on three passages from primary readings and to consider how the passages illuminate our understanding of [culture]
- (language) Students made presentation in target language, and then other students recorded their response to the presentation (in the target language).
- (language) Oral exam
- Periodic tests
- Short written assignments
- (language) Sight translation exercises
- (culture) three-week role playing game in which they take on the role of a [culture-specific] artist, curator, patron, or art dealer and express the goals and cultural perspectives of that character from a first-hand perspective in their interactions and assignments associated with the game
- (culture) Analytical essay on current topic in target culture
- Creative work such as a podcast or video
- Dramatize scenes from literary works
- (language) Memorize / recite passages in language
- Analysis of multiple translations of a work
- (language) Pre- and post-tests
- (language) Observed conversation with native speaker

Sample uses of data for improvement:

- Assigned weekly comprehension quizzes helped keep accountability and let me know who was reading their assigned articles and watching the assigned videos.
- I feel I am on shifting ground when it comes to the expectations I can have for my students. I have become more open to letting them use tools such as a dictionary for exams, tools that I myself get to use whenever I read a text. This helps build confidence and does not throw off the whole passage simply because they do not know a word.
- Emphasized the material record
- The last time I taught this course, the student presentations were primarily completed as videos. This semester the majority were live presentations. I believe the video format led to greater development of a script and adherence to that script vs. a live report.
- Encourage students to synthesize the information and form their own ideas
- Make tests less mechanic and more open-ended, with questions where they need to use the learned vocabulary and grammar but with fewer constrictions. The overall goal is to make them use the language as often as possible rather than studying grammatical rules and mechanically applying them. The basis for these choices is a communicative-based approach
- Students want more class engagement and less passive learning
- I'm considering different exercises students can do beforehand to prepare them for the translation work we do in class, such as preparing vocabulary or grammar commentaries
- More work comparing and contrasting the present with the past
- Develop a clearer rubric that directs students to incorporate examples from our course readings into their analysis
- More attention paid to preparing the oral presentation in the target language
- I do note that students lack vocabulary and structures for more advanced composition writing. I am considering adding work in that area, but this would come at the cost of teaching course content.
- (language) Increase opportunities for more oral practice.
- Add an oral element to the assignments next time the course will be taught
- Continue having a wide variety of assessments: tests (in class), oral presentations (individual and in pairs), and creative writing activities
- I will continue to work on inclusive and equitable assignments and will try to design more creative projects, as they proved successful in this and other classes
- Students told me that they appreciated the variety of assessment and having more frequent but shorter assignments to do. They told me it made them less stressed out and allowed them to study consistently each week. Students with a learning disability and who usually struggle with written assignments were able to improve their grades with the presentation, the video project, and the oral activities on film analysis
- I will make some changes in the readings, making sure they are accessible to all students. Sometimes this course has a lot of juniors and seniors, others I get many first-year students. It's hard to predict what kind of students will be enrolling.
- Move back toward having students do oral presentations in person, as I believe public speaking is an important skill to develop and help students build their confidence

- I continue to believe knowledge of the past gives students a deeper understanding of the present. But I do recognize the importance of including more contemporary materials for this class.
- Include more performative / creative assignments to engage students
- Update readings for currency, relevance, inclusion.
- (culture) Focus on both primary and secondary sources.
- Create more opportunities for self-assessment.

**Learning Objective 7. Encountering Perspectives: Diversity, Equity, and Inclusion.** *One course.*

Following Sewanee’s communal aspirations, captured in its motto *Ecce Quam Bonum*, this requirement examines the process of becoming a responsible member of one’s community through the ability to engage with and learn from perspectives and experiences different from one’s own. These perspectives may include intersecting experiences such as race, class, ethnicity, geographic origin, gender identities and expressions, sexual identity, political and religious orientation, and ability. Courses fulfilling this requirement will explore these perspectives while also considering the history of cultural, political, and economic struggle or privilege that have shaped how people define themselves or have been defined. These courses will promote greater self-knowledge as students examine multiple perspectives and reflect on the formation of identities.

Outcomes:

**Understanding:** Understand how individual experiences, histories of contestation, and cultural background inform perspective and identity

**Self-reflection:** Gain understanding of one's own perspective and the assumptions that come from that perspective

**Communication:** Communicate one's perspective and engage respectfully with the perspectives of others

**Evaluation:** Use evidence to reflect critically on competing perspectives

**Empathy:** Value diverse perspectives as essential for learning, growth, and development

This particular Learning Objective has a rubric associated with it (attached).

Sample formal assessment tools:

- Formal, extended essay
- Periodic exams
- Primary source presentation / essay
- Class discussions
- Independent research assignments
- Analysis of a creative artifact (work of art, literary work, musical piece, etc.)
- Analysis of secondary source(s)
- Reflection essays in response to creative works (following a guided worksheet)
- Final exam (questions tied to specific SLOs)
- General “awareness” questions / reflections on course evaluation
- Development of formal personal statement addressing SLOs

Sample uses of data for improvement:

- Have an early assignment just on theoretical concepts
- Self-reflection seemed more present in class discussions, but still hard to see, so might need a dedicated reflection assignment or component of existing assignment
- Notify students about the main themes and questions we will discuss in the next day's readings. This helps students prepare.
- Create an assessment different from the final research paper that engages serious research and scholarship while encouraging students to also reflect on how they communicate about different perspectives
- Shift from chronological to thematic organizational plan
- To help them better appreciate how their own perspectives also shapes how they approach political/social issues, I will strive to use some shorter exercises (beyond the reflective papers). These may include some pointed discussion questions for group work or asking them to complete concept maps (These would be “low stakes”). Second, I will choose another instrument for assessment. A reflective paper after that assignment may better assess how they came to appreciate issues from the perspective of another and how that role playing potentially challenged their own assumptions about [content].