General Education Assessment

Summary of Reports, 2022-23

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:
- Analysis of rhetorical passage to identify key elements
- Write personal rhetorical piece in the mode of a particular author
- Write personal rhetorical piece, intentionally incorporating rhetorical devices
- Informal in-class writing exercises
- Informal out-of-class writing exercises
- Close reading exercise requiring application of particular rhetorical and literary terms.
- Persuasive (argument) essay.
- 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.
- Expository essay.
- Formal essay about a work of literature.
- Note set: The Note Set is about developing the habit of active reading and asking questions, and recording those questions and preliminary observations as a way of registering a text's complexity. Taking good notes means paying attention and observing the text closely through several lenses at once. What is note-worthy?
  - notice figurative features (non-literal language, analogies, metaphors)
  - notice text's relationship to other texts (allusions to inherited forms)
  - notice patterns: form, sound, syntax (rhyme, repetition, sentence structure)
  - notice contradictions, gaps, repetitions, oddities
  - notice point of view, how knowledge is revealed and hidden
  - notice text's organization, transitions, and pace
  - Whatever else grabs you, confuses you, bugs you…
- Participation and asynchronous discussion posts on Brightspace
- Freewriting assignment.

- Pass/fail short writing assignments
- Low stakes journal writing

Sample uses of data for improvement:
- Further encouraging asynchronous reflections by ending classes with a discussion question that can serve as a guide for Brightspace posts
- Changing the assessment measures of the short-writing assignments. I intended the short writing assignments to feel "low-pressure" by making them pass/fail with an unlimited number of tries possible (each assignment was worth 10 points out of 100). However, students who had anxiety about writing were still anxious about the short-writing. Instead of pass/fail, I will try grading them on a scale from 0-10.
- Changing some of the short-writing prompts
- Reduction of topics, so that more time could be spent discussing each text the students encountered
- In the "prep package" accompanying their essays, I plan on adding a question that asks them to reflect on the contestability of their central claim: what makes it a good claim? What would be the counterargument to your argument?
- continue to work with students 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
- continue thinking about non-traditional writing exercises
- Decreased focus on theoretical concerns, increased focus on practical aspects of argument and essay structure.
- Additional structure in group work to assure that interpretations/arguments are being produced.
- Additional time devoted to working through texts, both in lecture (modeling) and during in-class discussion.
- require tutorial meetings for all small assignments.
- I'm going to rewrite the formal analysis assignment slightly so that it's my go-to tool for both the first and second learning objective. This lets me help students dig into more than one dimension of reading closely at the same time
- make the draft worth some percentage of their final grade. This will I believe improve especially the organization of their papers; because while most were able to write well, the structures of the essays could have been improved
- combine readings of short texts in the same piece of literature into an argument about the entire piece

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:
- Final research paper, six page minimum. Students completed a midterm paper as a scaffolding exercise, and received feedback on that paper
- Short, regular (weekly) writing assignments.
- Research and/or analysis paper.
- Create actual works in the medium appropriate to the course content.
- Review of piece of art (visual, aural, performance).
- Final listening exercise with evaluation.
- Final exam.
- Regular quizzes.
- Students memorized, rehearsed and presented scenes from contemporary, realistic plays.
- Students wrote reflective journals in response to the assigned readings and the performances we watched together
- worksheets on character and text analysis
- Create digital storyboard / analysis of work.
- physical and vocal warm-ups, movement and improv exercises
- journal reflections on these exercises
- project critiques
- Oral presentations
- Students completed weekly in-class participation assignments
- Periodic tests

Sample uses of data for improvement:
- integrate more in-class writing exercises into the project.
- Among all students a lack of training in library research and a lack of understanding about what a research paper was apparent.
- Integration of the final project into the last weeks of class.
- Group project with individual written component
- having the students work together on analyzing works during class.
- Quizzes and assignments generally did a good job of instilling correct understanding and use of key terminology
- more in-class listening examples that are not part of the course playlist
- incorporate Brightspace more creatively into a studio class
- Visual communication about work was satisfactory, but verbal communication about works of art need improvement. Additional readings will be assigned to model this appropriately.

- add a written statement of the artistic choices made. The reasoning is that some tend to make choices based on perceived ease of completion vs. compelling artistic choice. This would encourage deeper thought on the choices made.
- For each project, we will create clearer rubrics focusing on each aspect of the project to give the students more transparent expectations
- Provide examples of successful student work.
- Make the reflection assignments interactive and collaborative so that students are reviewing important concepts, vocabulary, forming opinions, and discussing course content in order to learn from one another and make space for more creative approaches
- more practice of in-class analysis of live movement
- add a nonverbal analysis assignment to more directly address SLO1
- more in-class visual analysis exercises, in which we look at images / video from productions and discuss the design elements and how they contribute to the impact of the plays
- early intervention with at-risk students

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:
- Extended essay
- Multiple shorter essays / responses to readings.
- Final reflective essay
- Students took a final exam with questions designed to allow them to apply theories learned during the semester to real-life problems.
- Mini independent, week-long research projects. Students select or come up with a topic of interest related to course texts and themes and produce a research product of some kind after a week of documented research and thinking.
- Final exam

Sample uses of data for improvement:
- give quizzes on the meaning of the standards we use for assessing successful textual clarification and argument development
- For the past several semesters I've been 'scaffolding' assignments in my introductory courses in the following way: while the classes continue to require that students write essays, these assignments are 'scaffolded' in the sense that the students will be preparing for the essays by writing more numerous and shorter critical analysis of passages, in which they are asked to explain a selected passage and frame a criticism of part of the argument of the passage.
- help students with their understanding of primary texts, particularly historical ones, as I think this is one of the main areas in which they struggle in this class. Next time, I want to try making some changes to the way we discuss these texts in class, and also assigning shorter sections of these texts in order to allow us to focus on them in more detail (and prevent students from being overwhelmed)
- include more work that encourages them to play with concepts, especially with the first LO
- Begin with simpler arguments. The Fisher text feels as though it dives directly into the deep end of argument analysis, with some really difficult arguments.
- Spend more time discussing and modeling.
- having students work in pairs to develop discussion questions and responses
- choose different modern texts that offer more contrast between themselves, with the aim that more interesting juxtapositions will result once ancient material is included in the reflection.
- share the best student presentations from this year, to inspire students and model what good work looks like, and perhaps have them select topics sooner in the semester.

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:
- Multiple short essays.
- Students read three texts . . . the goal was for students to read these works, which were a combination of primary and secondary texts, and use the primary texts to contextualize and assess an assertion in one of the secondary sources. For each text, students answered questions about the content. They were then given a quote from the secondary text and asked to use evidence from two primary sources to analyze the quote.
- Written essay: identify differing presumptions about influence processes embedded in rhetorical theories that were roughly contemporary in the same society
- Extended formal research assignment, analyzing primary document(s)
- Specific items on final exam.
- Three papers scaffolded to build the skills of primary analysis, secondary analysis, and synthetical analysis and argument in turn.
- Presentation on a current event
- Analysis of primary document on final exam.
- Class presentations analyzing real world data.
- Identify and analyze primary source on the exam.
- Abstract created for the semester project
- Digital Humanities Projects: Website, Map, or database that incorporates primary and secondary material from the course
- Presentation of student research at Scholarship Sewanee
- Projects that incorporate University Archives
- Reflection papers.
- Research paper based on research from within their declared major [if other], accompanied by a digitally-made visual that explains their argument
- Final exam (sometimes giving writing prompts head of time, sometimes not).
- Periodic quizzes
- Students completed a four-part "consciousness-raising project" that focused on an issue related to women and gender. I required them to pose research questions, find scholarly sources, research activist groups, and reflect on their research process. The final product was a research report and a TEDtalk-style presentation on their issue and proposed solution.
- "Keep up" quizzes
- "movie review" paper that requires them to analyze a historical film depicting women in the workplace and using other primary and secondary sources from class to add context or comparisons.

Sample uses of data for improvement:
- break the readings across multiple class sessions for discussion and analysis.
- Allowing students to work with the primary texts on their own to establish common understanding of their meaning, before asking them to assess the quote
- more carefully and systematically explain to students how to incorporate evidence into their persuasive and argumentative writing

- I have transitioned some of my classroom time into group work and practice problems which has fostered cooperation and team building and allows students to make mistakes without penalty
- Employ frequent, low-stakes assignments that are crucial for developing mastery
- 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.
- Developmental workshops
- Have an assigned seating chart. I purposely chose to seat students who monopolize the class discussions and are more likely to engage in cross-talk away from each other. I also purposely put some students in front and in more centralized positions where I thought they might feel more comfortable speaking up in class.
- Integrate more than one or two 'writing workshop' modules into the class.
- I will belabor that disagreements need to be rooted in evidence. Likewise, I will communicate that this does not mean that their feelings about specific arguments made in books are evidence; instead, students must explain why they don't find particular statements compelling.
- introduce some "flipped learning" techniques in the next iteration and see whether they can improve the understanding and use of theories and concepts
- My goals for the current events next semester are to use them to review the overarching topics in the course (decision-making models, grand strategies, and the causes of foreign policy preferences among the public) and to encourage more small-group and class discussion.
- starting every class off with a short small group discussion
- requiring students to ask and answer questions
- doing short writing assignments
- making the current events a much higher percentage of their final weighted grade
- Implement more hands-on exercises
- introduce primary sources throughout the semester and do more small group work on primary sources so that students get even more familiar with evaluating primary sources
- Have stronger writers work with weaker ones
- gave remedial sessions and rewrite opportunities for the research paper
- Students are no longer arriving at Sewanee prepared for this kind or level of consistent work throughout a class. The next version of the course will likely focus more on student presentations (this is their expectation from other classes), a shorter paper project, and multiple exams and quizzes (which students seem to like).
- I will introduce the technical skills needed to complete the project earlier in the semester
- including more applied interactive exercises in the second half of the course, so that students have the opportunity to exercise skills in each substantive context
- weekly learning summary that students are required to email me the day before every learning assessment so that I can give them personal feedback; it takes a lot of time to read and reply to each one individually, but it has been a valuable investment in student learning and lets them know that I care about their individual progress

- change some case studies and simulations, as well as update the readings
- consider adding an assignment to the course schedule that asks students to analyze a primary source early in the semester
- dedicated additional class time to learning how to analyze primary and secondary sources from an historical perspective and to creating opportunities for small-group discussions of these materials at the expense of some lectures
- incorporated a role-playing game
- have a grading system that incentives low-stakes growth
- For the past several semesters I've been 'scaffolding' assignments in my introductory courses in the following way: while the classes continue to require that students write essays, these assignments are 'scaffolded' in the sense that the students will be preparing for the essays by writing more numerous and shorter critical analysis of passages, in which they are asked to explain a selected passage and frame a criticism of part of the argument of the passage.
- I will also emphasize the importance of doing practice problems. I do not grade practice problems (only quizzes, homeworks and exams are graded), but they are crucial to learning the material. Students tend to ignore them because they don't get an explicit grade for them. If I can get more students to do the practice problems, I think they will perform even better on the assessment questions pertaining to analytical methods in economics.
- more in-class writing assignments next time I teach the course where I ask students to practice short-form source analysis before writing the longer paper
- make use of Brightspace tools to keep the ncessary deadlines within the students' fields of attention

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
- Hands-on activity with data collection
- "Quick Check" online quizzes over newly presented material with immediate electronic assessment to gauge students' real-time grasp of material
- Final exam with specific questions tied to specific SLOs
- Case studies
- Challenge Questions. These higher-level questions engage deeper thinking skills while also allowing student to identify and build on their strengths and interests and exert control over their learning
- Read and analyze a primary research article
- active learning activities completed by students working in groups and rotating through multiple roles
- Course presentations on different topics
- in-class discussion assignments based on homework readings: students develop their own critical thoughts of different types of scholarly and non-scholarly sources of information, including contemporary news articles, reviews and meta-analyses, and primary research articles.
- 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
- (G5Q) Application of mathematical principles to real scenarios
- Students were assigned a semester-long small-group research project
- Repeatable quizzes
- Graded homework assignments
- Article Critiques: To assess the development of LO2, students were assigned four article critiques in which they had the opportunity to read and think critically about real-world studies that were aligned with the research question they were examining in their Research Report.
- Primary literature review
- Team projects

Sample uses of data for improvement:
- add a single plenary lecture to each week (for a course taught with multiple sections)

- improve lecture presentation of real-time equation derivations and problem solutions. Existing projection technology is too crude and whiteboard is difficult for some students in the large room (Blackman) to see and is not clear in recorded lectures.
- incorporate more MCAT style questions into assessments to increase students' familiarity and comfort with such problems
- adjust the holistic rubric
- continue to update and modify the course content and related activities
- Implementation of immediate electronic assessment tool (PollEverywhere App) to gauge students' real-time grasp of material. I found this quite useful both in quickly seeing where I needed to reinforce details when student grasp is weaker than I expect as well as where I can accelerate the lecture when students are quickly gaining command of the material.
- Simplifying and standardizing uncertainty analysis in labs. Both understanding and execution of uncertainty analysis improved; though further progress is still needed.
- explore ways to encourage students' ongoing thinking about data vs. interpretation in the context of other meaningful goals. In that regard, the focus on applications- and implications-thinking seems a worthwhile approach. I will consider additional ways to both facilitate more of this and more intentionally and explicitly scaffold students' experience. In particular, I hope to explore possible progressions of in-class activities that invite and build these skills in a meaningful sequence across the semester.
- continue using in-class demonstrations and replications of major cognitive phenomena accompanied by their theoretical explanations
- I will pay more attention to the analysis of the study design. To do so, I plan to produce specific assignments requiring students to analyze a certain study and to explain how its design is related to the authors' hypotheses.
- Given the breadth and scope of this introductory class, and the fact that many of the students taking the course are majoring in areas outside of science, it is important to identify a small set of scientific skills. My sense is that one of the most important skills to hone at this introductory level is the ability to read new information on a critical level.
- In the future I plan to include a problem which no one will have seen, and which everyone will have to attempt. It is not the case that the other solutions can simply be memorized, but there is nothing quite like confronting a new problem.
- add more assignments that have students read, analyze, and make graphs
- pay more attention to journalist overinterpretations of scientific facts and to the strategies of identification of such overinterpretations.
- include more exercises during class to walk the students through analysis of results presented in primary scientific literature. This will assist the students in honing their ability to assess in discerning fact from opinion
- more assignments for students to exhibit their logic directly
- add more leading questions within the question to act as a road map to solving the problem. I think some students felt overwhelmed since I was evaluating a question on the final. Next time I also want to use the same question on a midterm and the final and see how students improve through the semester.

- students will work with real research articles and offer critique of the study, methods used, and how these will apply to real life research. My goal is give students a critical lens for understanding research and to be a good consumer of data
- implement a rubric this semester to add clarity to the assignment
- dedicate more class time to allowing students to work on problems in groups when in class
- identify the struggling students and encourage them to seek remedial help for reading primary literature and in their write-ups
- replace a reflection paper with a analytic paper to encourage students to think more from a data-informed perspective
- invite speakers who use personality measures in work settings so they can see the connections between course content and real world application
- I hope to build out an in-class and out-of-class routine to support students in engaging with the articles both independently and as a small group. This semester, In course evaluations (both formal and informal), a few students reflected positively on the impact of article critiques on their learning. I think that students would benefit from reading each other's work and offering feedback, and using their critiques to drive conversations about methodology, the scientific process, and future directions for research across a range of subfields and topics in psychology.

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:
- (language) Sight translation exercises
- (culture) Commentary on three passages from primary readings and to consider how the passages illuminate our understanding of [culture]
- Periodic tests
- Regular readings and quizzes
- Self-reflection papers to assess own growth
- Final exam (whole or in part)
- (language) Students made presentation in target language, and then other students recorded their response to the presentation (in the target language).
- (culture) Analytical essay on current topic in target culture
- Class presentations
- Research papers of different lengths
- (language) Oral exam
- Short written assignments
- (language) Pre- and post-tests
- (language) Memorize / recite passages in language
- Analysis of multiple translations of a work
- (language) Observed conversation with native speaker

Sample uses of data for improvement:
- I'd like to feel less pressure to cover everything I think is important and focus on a few key episodes. This might allow me to build in some more grammar review for those students who need it.
- to keep honing paper-writing. This time I built in a series of steps: paper meeting --> thesis + annotated bibliography --> draft --> paper workshop --> final paper. I'd especially like to figure out how to make the workshop more helpful to students in a way that is more easily gradable.
- allow them to bring in a vocabulary "cheat sheet." On this they will have to choose around 30-40 words which they can bring into the exam. This will force them to be strategic in this choice and, I hope, more diligent in their preparation.
- New readings will affect the grammar review and the writing components
- focus on the preparatory skills for advanced Spanish classes, incorporating oral presentations and more writing, both focused on literary analysis
- Instead of giving students a prompt for the papers, I dedicated a whole class (before of each paper) to reviewing the material covered to that point and come up with major questions we addressed. Then, students (in groups) had to suggest three possible topics to write about (and what movies they would discuss) and we then created a comprehensive list they could choose from.
- I plan to focus on speaking components in the next offering of this course. I would like students to gain confidence in their ability to narrate and retell stories. We will focus on skills like summarizing and rephrasing
- I may change the timing of the final essay and the creative project. Another possibility is to ask students to choose either a literary analysis paper or a creative project to conclude

the semester. The reason for this change is that in Easter 2023, the due dates for final essay and creative project were one week apart. Some students did not put much thought into their creative projects. And even though most students really enjoyed their artistic creation, some had hard time finding out what they could do.

- I'd like to include a group film subtitling assignment
- (culture) Focus on both primary and secondary sources.
- Create more opportunities for self-assessment.
- (language) Increase opportunities for more oral practice.
- 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

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:
- students filled out a worksheet, describing the cultural assumptions that these works reflect.
- Student made in-class presentations about films and plays they watched beyond the syllabus.
- Students all took mid-term and final exams designed to hold them accountable for the mastery of the material
- Independent research assignments

- final research paper that applies the perspectives of the first units of the course to the final section
- Analysis of a creative artifact (work of art, literary work, musical piece, etc.)
- Reflection essays in response to creative works (following a guided worksheet)
- Critical book review
- Midterm Casebook Assignment
- Formal, extended essay
- Development of formal personal statement addressing SLOs
- scrapbooking project

Sample uses of data for improvement:
- I will incorporate more frequent opportunities for students to engage in small group discussions related to readings, videos, and in-class explorations that require them to engage more directly and explicitly with one another's perspectives, as well as the perspectives of world cultures we are studying.
- encourage self-reflection in class activities and discussions
- increase the number of activities in which students attempt to summarize the responses of other students, in addition to their own
- the film review and other low-stakes assignments had too little value against their final grade that many students elected to go on fall break early rather than submit the assignment!
- allow more room for personal reflection and making connections in their own life; potentially a separate section of the assignment all together. That way this element will not be competing with summative information and linking with class concepts
- more questions in class discussions and written reading reflections that ask students to reflect specifically on the lived experiences that have shaped their opinions and ideas
- many students struggled with identifying the context of the documents (and larger socio-political context) they were accessing, and needed more assistance to really critically reflect
- ask them to bring in more scholarly sources from conflicting points of view to support their arguments
- incorporate weekly written responses to the readings that ask students 1) What they think is being argued, and why; 2) Whether they agree with the argument, and why? Students often seemed to misunderstand the central argument of texts and seemed reluctant to engage in discussion, even when they had clearly read the articles.
- Allow "theory" and "history" options for formal papers