**Assessment Form: Learning Objective 3**

***Seeking Meaning: Wisdom, Truth, and Inquiry***

*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.*

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester / Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course & number (e.g., AMST 101 or ART 102): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of SECTIONS assessed for this report: \_\_\_\_

***Important:*** *Count only students who completed the assessment exercise. Do not count students you were unable to assess for some reason—absence, missing work, etc.*

*Please keep in mind the distinction between General Education learning objectives and disciplinary learning objectives. While disciplinary objectives and Gen Ed objectives may reasonably intersect, they are not necessarily the same: it is possible for a student to fulfill a Gen Ed learning objective while not fully mastering the disciplinary content (and vice-versa).* ***The course grade should not be used as data for the Gen Ed assessment.***

**Student Learning Outcome 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.**

*Assessment instrument:*

***Reminder:*** *Count only students who completed the assessment exercise.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mastery  Category | Superior | Satisfactory | Developing | Undeveloped |
| **Understanding** of concepts | student has demonstrated a comprehensive understanding of central concepts | student has demonstrated a sufficient understanding of central concepts | student has demonstrated a limited understanding of central concepts | student has demonstrated a wholly deficient understanding of central concepts |
| Number of Students |  |  |  |  |

**Student Learning Outcome 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.**

*Assessment instrument:*

***Reminder:*** *Count only students who completed the assessment exercise.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mastery  Category | Superior | Satisfactory | Developing | Undeveloped |
| Critical evaluation of texts / traditions | student produced a highly developed, attentive evaluation of essential texts / traditions | student produced a reasonably sufficient evaluation of essential texts / traditions | student produced an insufficient, overly general evaluation of essential texts / traditions | student produced a wholly deficient evaluation of essential texts / traditions |
| Number of Students |  |  |  |  |

**Analysis and Discussion**

*Review the assessment data. As informed by the data and your observations, discuss the points of strength and of concern for each of the SLOs within the Gen Ed objective. What activities, assignments, or other tasks seemed to have been more (or less) successful in promoting student mastery of each SLO? As appropriate, you may choose to refer to previous assessment reports in commenting upon the outcomes of this semester.*

Comments:

**Modification(s) for Future Courses**

*Identify at least one modification you will employ the next time you teach this Gen Ed objective (not necessarily the next time you teach this course) in order to promote student learning and mastery of one (or more) of the SLOs. State your modification assertively—not what you hope or will consider but what you’ve decided to change for next time and what you hope to accomplish.*

* *Modifications need not be sweeping (“I’m re-doing every lecture!”) but can be very focused (“I will add this extra assignment to address the SLO . . . I will take a class period to give students extra insight into [task associated with SLO] . . . I will develop a handout that offers a better introduction into [aspect of SLO]”).*

Comments:

**Optional: Reflections on student mastery of the *disciplinary* content or on other aspects of the course**. *Capturing these comments now may assist you in planning your next course(s) and / or assist in department-wide conversations about the curriculum. These comments will not be part of the campus-wide General Education record; they are for your own consideration.*

Comments: