**Assessment Form: Learning Objective 4**

***Exploring Past and Present: Perspectives on Societies and Cultures***

*Curiosity about society and its institutions is central to an 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organizations play in addressing them.* ***Learning how to pose appropriate questions, how to read and interpret historical documents and how to use methods of analysis to study social interaction prepares students to comprehend the dynamics within and among societies.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.***

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.***

**Learning Outcome:**

**Students are able to make informed judgments about social phenomena by reading and interpreting historical documents OR by using methods of analysis appropriate to social science.**

*Assessment instrument:*

(reporting chart next page)

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MasteryCategory | Superior | Satisfactory | Developing | Undeveloped |
| Judgment / evaluation of social phenomena: **Interpretation of historical texts** | student produced a highly developed, nuanced interpretation of essential texts | student produced a sufficiently developed and thoughtful interpretation of essential texts | student produced an insufficient, overly general interpretation of essential texts | student produced a wholly deficient interpretation of essential texts |
| Number of Students |  |  |  |  |
| **OR** |  |  |  |  |
| Judgment / evaluation of social phenomena: **Application of methods appropriate to social sciences** | student demonstrated high competence and sophistication in the application of methods of analysis | student demonstrated reasonable competence in the application of methods of analysis | student demonstrated developing (but not clear) competence in the application of methods of analysis | student demonstrated lack of any competence in the application of methods of analysis |
| 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: