**Assessment Form: Learning Objective 7**

***Encountering Perspectives: Diversity, Equity, and Inclusion.***

*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.*

Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Number: \_\_\_\_\_\_\_\_\_\_\_\_

Semester / Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of students assessed for this report: \_\_\_\_\_\_\_\_

**Student Learning Outcome 1:**

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

*Assessment instrument:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| MasteryCategory | 5Superior | 4More than satisfactory | 3Satisfactory | 2Substandard | 1Unacceptable |
| Understanding | Student demonstrates sophisticated understanding of the complex factors that have shaped groups' identity formation and perspectives | Student demonstrates more than adequate understanding of the complex factors that have shaped groups' identity formation and perspectives | Student demonstrates adequate understanding of the complex factors that have shaped groups' identity formation and perspectives | Student demonstrates partial understanding of the complex factors that have shaped groups' identity formation and perspectives | Student demonstrates superficial or no understanding of the complex factors that have shaped groups' identity formation and perspectives |
| Number of Students |  |  |  |  |  |

**Student Learning Outcome 2:**

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

*Assessment instrument:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| MasteryCategory | 5Superior | 4More than satisfactory | 3Satisfactory | 2Substandard | 1Unacceptable |
| Self-reflection | Student fully and fairly articulates detailed insights about core beliefs from their own perspective and the assumptions that shape these core beliefs | Student articulates some details about core beliefs from their own perspective and the assumptions that shape these core beliefs | Student articulates some core beliefs from their own perspective and some of the assumptions that shape the core beliefs | Student articulates either some core beliefs from their own perspective or some of the assumptions that shape the core beliefs, but not both | Student articulates neither core beliefs from their own perspective nor assumptions that shape the core beliefs |
| Number of Students |  |  |  |  |  |

**Student Learning Outcome 3:**

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

*Assessment instrument:*

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| MasteryCategory | 5Superior | 4More than satisfactory | 3Satisfactory | 2Substandard | 1Unacceptable |
| Communication | Student states a position based on their perspective and engages fully and fairly withanother person's or group's perspective,laying bare theassumptions, logic, and implications ofboth perspectives | Student states aposition based ontheir perspective and engages well with another person's or group's perspective,somewhataddressing theassumptions, logic, and implications of both perspectives | Student states aposition based ontheir perspective and engages withanother person's or group's perspective, but inadequatelyaddresses theassumptions, logic, and implications ofboth perspectives | Student states a position based on their perspective and engages with some elements of another person's or group's perspective but displays little understanding of the assumptions, logic, and implications of either perspective | Student states a position based on their perspective but cannot accurately engage with another person's or group's perspective, and shows little awareness of the implications |
| Number of Students |  |  |  |  |  |

**Student Learning Outcome 4:**

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

*Assessment instrument:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| MasteryCategory | 5Superior | 4More than satisfactory | 3Satisfactory | 2Substandard | 1Unacceptable |
| Evaluation | Student can independently apply varying perspectives to the study of a subject and accurately and fully reflects on the perspectives based on the study of the subject | Student can independently apply varying perspectives to the study of a subject with some reflection on the perspectives based on the study of the subject | Student can apply varying perspectives to the study of a subject and has trouble reflecting on the perspectives based on the study of the subject | Student can apply varying perspectives to the study of a subject but does not understand how to analyze perspectives based on the study of the subject | Student needs help applying varying perspectives to the study of a subject matter and cannot draw inferences from the study |
| Number of Students |  |  |  |  |  |

**Student Learning Outcome 5:**

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

*Assessment instrument:*

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| MasteryCategory | 5Superior | 4More than satisfactory | 3Satisfactory | 2Substandard | 1Unacceptable |
| Empathy | Student appreciates the value of varying perspectives and articulates how the perspectives expand and deepen understanding of a particular subject | Student recognizes the varying perspectives and articulates some ways that the perspectives expand and deepen understanding of a particular subject | Student identifies some components of varying perspectives and articulates some ways that the perspectives address a particular subject | Student describes another person's or group's perspective but primarily does so through their own perspective | Student fails to identify / describe another person's or group's perspective |
| Number of Students |  |  |  |  |  |

**Progress and Adaptation:**

*Identify the improvement goals for the last time the course was taught, and compare outcomes. Was there improvement? Were there contributing factors important for the comparison of outcomes?*

*What are the improvement goals for next time the course will be taught? To which outcome(s) will they apply? What is the basis for these choices?*