**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.*

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:**

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

*Assessment instrument:*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MasteryCategory | Superior | Satisfactory | Developing | Undeveloped |
| Understanding | Student demonstrates sophisticated understanding of the complex factors that have shaped groups' identity formation and perspectives | Student demonstrates satisfactory understanding of the complex factors that have shaped groups' identity formation and perspectives | Student demonstrates limited understanding of the complex factors that have shaped groups' identity formation and perspectives | Student demonstrates minimal (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:*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MasteryCategory | Superior | Satisfactory | Developing | Undeveloped |
| 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 some assumptions that shape these 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:*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MasteryCategory | Superior | Satisfactory | Developing | Undeveloped |
| 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 considers another person's or group's perspective,somewhataddressing theassumptions, logic, and implications of both perspectives | Student states aposition based ontheir perspective and acknowledges another person's or group's perspective, but inadequatelyaddresses theassumptions, logic, and implications ofboth perspectives | 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:*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MasteryCategory | Superior | Satisfactory | Developing | Undeveloped |
| 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 apply perspectives to the study of a subject with some reflection on the perspectives based on the study of the subject | Student attempts to apply perspectives to the study of a subject with limited reflection on the perspectives based on the study of the subject | Student needs help recognizing varying perspectives and does not demonstrate an understanding of how to analyze perspectives based on the study of the subject |
| Number of Students |  |  |  |  |

**Student Learning Outcome 5:**

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

*Assessment instrument:*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MasteryCategory | Superior | Satisfactory | Developing | Undeveloped |
| Empathy | Student appreciates the value of varying perspectives and articulates how the perspectives expand and deepen understanding of a particular subject | Student identifies sufficient 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 |  |  |  |  |

**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: