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**Stern General Education Requirement Supplement**

**Fall 2016**

**DUE: At the end of each academic semester**

**LEARNING ACTIVITY ASSESSMENT REPORT**

Semester :

College/School: Stern

Department:

Program:

Contact Name:

Email:

Phone:

**Mission Statement:**

The aim of the general education requirement at Stern College for Women is to provide students with the finest contemporary academic education consistent with the liberal arts tradition, and in accordance with both Stern's and Yeshiva University's missions.  The general education requirement engages students in a rigorous curriculum encompassing both general and Jewish studies.  By exposing Stern students to a range of disciplinary areas, the general education requirement seeks to foster the following inter-disciplinary student learning goals: critical thinking, communication skills, quantitative and scientific reasoning, personal development, and global awareness.

**Goals and Objectives:**

1. **Critical Thinking:** Students will critically evaluate texts, problems, arguments, and evidence. Students will demonstrate attainment of this goal by being able to:
   1. interpret and assess primary and secondary sources within a discipline
   2. evaluate competing arguments for logical cogency and evidentiary quality
   3. critically analyze their own assumptions and views in light of the perspectives of others
2. **Communication:** Students will effectively communicate their learned knowledge and own perspectives on various subjects, both orally and in writing. Students will demonstrate attainment of this goal by being able to:
   1. clearly analyze an issue or problem orally and/or in writing
   2. present relevant information and ideas in an organized fashion orally and/or in writing
   3. develop and express their own informed perspectives on various topics within a discipline in various modalities
3. **Quantitative and Scientific Reasoning:**  Students will be able to apply quantitative and scientific reasoning to identify, analyze, and/or solve problems, create deductive arguments, and make informed decisions.  In addition students will be able to communicate numerical data in an understandable way to a variety of audiences. Students will demonstrate attainment of this goal by being able to:
   1. follow the steps of the scientific method to identify and solve problems
   2. apply mathematical and scientific concepts to analyze problems
   3. collect, organize, analyze numerical data pertaining to a particular problem or question
   4. communicate numerical data in an understandable way to a variety of audiences
4. **Personal Development:** Students will possess the desire and skills to be life-long learners. Students will demonstrate attainment of this goal by:
   1. demonstrate the knowledge, skills, and desire to independently gather and evaluate multiple sources of information relevant to their learning goals
   2. taking ownership their own learning experiences, including setting challenging but realistic learning goals, self-monitoring their learning and attainment of learning goals, evaluating their performance and using this information as feedback to inform their future learning pursuits.
5. **Global Awareness:** Students will be globally aware, socially responsible, and contribute to the community at large. Students will demonstrate attainment of this goal by being able to:
   1. understand and appreciate political, economic, and cultural diversity
   2. be socially responsible citizens who are sensitive to global and local challenges
   3. Students will be able to recognize the importance and value of contributing to their community at large
6. Please complete the **Curriculum Map Table** below by listing each of the **general education SLOs** that your program targeted this past semester, and each course/learning experience (e.g., practicum, seminar, lab, fieldwork) that was offered to help students attain those SLOs. Then place an “X” in each cell for each course/learning experience that targets the SLO. ***Note: if you already* *have a curriculum map from a previous semester that you are just updating, you can paste the updated curriculum map into the space below.***

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| SLOs   |  | | --- | |  |  |  | | --- | |  | | Courses/Learning Experiences | | | | | | | | | | |
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1. **REFLECTING BACK**

**In this section of the report, you will reflect on two Student Learning Objectives (SLO’s) that were assessed this past semester.**

**SLO 1:**

**Assessment Methods:** Please identify **two** direct assessments (e.g., exams, papers, projects, or other assignments) that were used to measure students’ achievement of the SLO. For each assessment method please provide the requested information.

**Assessment method # 1**

1. Name and instructor of course or learning experience (e.g., fieldwork, lab, externship) in which the SLO was assessed.
2. Please describe the assessment in detail and explain how it measured the SLO :
3. Please explain how the assessment was scored, and what steps were taken to ensure consistency and validity in your scoring.  For example, did you use a rubric, a checklist, etc.? (**If a rubric was used, please attach it to this form.**)
4. Please describe how students performed on the assessment in relation to the SLO. Please include some descriptive information (e.g., average, range, mode, percentiles, etc.) to support your conclusions about the degree to which the SLO was achieved. (**If a rubric was used, please describe students’ performance on specific components of the rubric.**)

**Assessment Method # 2:**

1. Name and instructor of course or learning experience (e.g., fieldwork, lab, externship) in which the SLO was assessed.
2. Please describe the assessment in detail and explain how it measured the SLO :
3. Please explain how the assessment was scored, and what steps were taken to ensure consistency and validity in your scoring.  For example, did you use a rubric, a checklist, etc.? (**If a rubric was used, please attach it to this form.**)
4. Please describe how students performed on the assessment in relation to the SLO. Please include some descriptive information (e.g., average, range, mode, percentiles, etc.) to support your conclusions about the degree to which the SLO was achieved. (**If a rubric was used, please describe students’ performance on specific components of the rubric.**)

**Conclusions**

1. **Changes based on the results** — In light of the assessment results of the assessment results, please describe any changes that have been or will be made to the SLO, curriculum, and/ or assessment methods.
2. **Communication of results** — Please describe how, and to whom these assessment results and any changes based on the results will be communicated.

**SLO 2:**

**Assessment method # 1**

1. Name and instructor of course or learning experience (e.g., fieldwork, lab, externship) in which the SLO was assessed.
2. Please describe the assessment in detail and explain how it measured the SLO :
3. Please explain how the assessment was scored, and what steps were taken to ensure consistency and validity in your scoring.  For example, did you use a rubric, a checklist, etc.? (**If a rubric was used, please attach it to this form.**)
4. Please describe how students performed on the assessment in relation to the SLO. Please include some descriptive information (e.g., average, range, mode, percentiles, etc.) to support your conclusions about the degree to which the SLO was achieved. (**If a rubric was used, please describe students’ performance on specific components of the rubric.**)

**Assessment Method # 2:**

1. Name and instructor of course or learning experience (e.g., fieldwork, lab, externship) in which the SLO was assessed.
2. Please describe the assessment in detail and explain how it measured the SLO :
3. Please explain how the assessment was scored, and what steps were taken to ensure consistency and validity in your scoring.  For example, did you use a rubric, a checklist, etc.? (**If a rubric was used, please attach it to this form.**)
4. Please describe how students performed on the assessment in relation to the SLO. Please include some descriptive information (e.g., average, range, mode, percentiles, etc.) to support your conclusions about the degree to which the SLO was achieved. (**If a rubric was used, please describe students’ performance on specific components of the rubric.**)

**Conclusions**

1. **Changes based on the results** — In light of the assessment results of the assessment results, please describe any changes that have been or will be made to the SLO, curriculum, and/ or assessment methods.
2. **Communication of results** — Please describe how, and to whom these assessment results and any changes based on the results will be communicated.
3. **PLANNING AHEAD** 
   1. **Short-term planning:** Please list **two** program/major SLOs that your program/major wishes to target during the next academic semester, and for each of those SLOs, please provide the requested information.

**SLO 1:**

1. Relevant courses/learning experiences that will be offered to help students achieve SLO:
2. Assessment methods (exams, papers, projects, presentations, other assignments) that faculty will use to measure achievement of the SLO:
3. How you will analyze, evaluate, or interpret the results:
4. How, and to whom assessment results and changes based on results will be communicated:
5. Projected timeline for administering the assessments, collecting the results, and communicating the findings during the next semester:

**SLO 2:**

1. Relevant courses/learning experiences that will be offered to help students achieve SLO:
2. Assessment methods (exams, papers, projects, presentations, other assignments) that faculty will use to measure achievement of the SLO:
3. How you will analyze, evaluate, or interpret the results:
4. How, and to whom assessment results and changes based on results will be communicated:
5. Projected timeline for administering the assessments, collecting the results, and communicating the findings during the next semester:
   1. **Long-term planning:** For each of the next four semesters, please identify two SLOs that your program/major wishes to target, and list at least two courses/learning experiences that will help students achieve those SLOs (*Note: It is fine to list the same SLO in more than one consecutive semester*).

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| **Semester:** | **Course/Learning Experiences** |
| SLO1: |  |
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| SLO2: |  |
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| **Semester:** | **Course/Learning Experiences** |
| SLO1: |  |
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| SLO2 |  |
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| **Semester:** | **Course/Learning Experiences** |
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1. **TRAJECTORY OF YOUR PROGRAM/MAJOR’S KEY ASSESSMENT DRIVEN CHANGES/DECISIONS:** Please discuss key changes/decisions that have been made to your program as a result of assessment results, and indicate the semester/year the change/decision was implemented. Changes/decisions may relate to course offerings, curricula, program goals and objectives, and assessments.

**Change/Decision 1: Semester/Year**

**Change/Decision 2: Semester/Year**

**Change/Decision 3: Semester/Year**

1. **FEEDBACK ON YOUR PROGRAM/MAJOR ASSESSMENT PROCESS:** Please provide feedback on how you can improve your program/major goals/objectives courses, and assessment process in the future: