University of Wisconsin – Eau Claire
LE Core Assessment E-form
Liberal Education Program • Phone: 715-836-4353 • Email: libed@uwec.edu

This course has been approved to meet the University Cultural Diversity requirement. Please indicate below which group or groups your course content addresses.

For courses approved to meet the University Cultural Diversity Requirement, please identify which group or groups the course content addresses: (Check all that apply)

- African American
- Hispanic
- American Indian
- Asian American

Instructions

Please complete this form for the course identified below. This was designed to provide a format for assessment reporting for the Liberal Education Core.

Course Information

Course: PSYC 230: HUMAN DEVELOPMENT
Section #: 2
College: Arts & Sciences
Semester/Year: Fall 2016
Report submitted By: Kraft, Nicole L
Email kraftnl@uwec.edu
Total # of students enrolled in course: if more than one section, provide total only

Outcomes and Assessment Strategies

The outcomes highlighted below are identical to those identified in the application submitted to ULEC for inclusion in the Liberal Education Core. List the assessment strategies you used to assess student learning in your course. Be sure to list the assessment strategies you used for all outcomes associated with the course.

K2: Social Sciences. Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.

Strategies used to assess student learning for this outcome.

R1. Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

Strategies used to assess student learning for this outcome.

Results, Conclusions, and Discoveries

Summarize the results of the assessments you used to measure student learning using the Outcome-linked rubric(s). In each box in the rubric matrix below, indicate how many students in your course met each element
at the various levels. For students who did not complete assignments, you may indicate a score of “benchmark not met” and report this information in the Conclusion and Discoveries section below.

**K2: Social Sciences. Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.**

<table>
<thead>
<tr>
<th>Element</th>
<th>Benchmark not met</th>
<th>Benchmark met</th>
<th>Benchmark exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates knowledge of social science theories and perspectives to explain human behavior and social institutions</td>
<td>Only identifies specific disciplinary insights or approaches to the examination of social activity and human behavior.</td>
<td>Identifies and explains specific disciplinary insights or approaches to the examination of social activity and human behavior.</td>
<td>Applies major disciplinary concepts and theories. Begins to evaluate basic characteristics of social activity and human behavior.</td>
</tr>
</tbody>
</table>

Describe the Conclusions and Discoveries made from the results represented in the rubric. For example, if an element “stands out” please provide an explanation and context to assist in understanding the results.

Use of Results. Did the results lead to changes in the course/experience? If so, describe the changes made. If not, describe why changes were not needed. Please provide an example, if possible.

**R1: Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.**

<table>
<thead>
<tr>
<th>Element</th>
<th>Benchmark not met</th>
<th>Benchmark met</th>
</tr>
</thead>
</table>
### A. Student understands there are diverse social-group (such as race, class, gender, sexualities, ethnicity, religion) perspectives

<table>
<thead>
<tr>
<th>Benchmark complete</th>
<th>Benchmark incomplete (Total number of students not completing the artifact associated with this element)</th>
<th>Benchmark exceeded (Total number of students meeting this benchmark, including the number of students not completing the assignment)</th>
<th>Benchmark exceeded (Total number of students meeting this benchmark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student work complete or missing</td>
<td>Demonstrates minimal or no understanding of diversity of social-group formation and perspectives.</td>
<td>Identifies and describes how and why social-groups may have different perspectives.</td>
<td>Explains the relationship between different social-group perspectives.</td>
</tr>
</tbody>
</table>

The total for each row must match the total number of students enrolled in course.

### B. Student understands impact of dominant assumptions (such as race, class, gender, sexualities, ethnicity, and religious beliefs) on the social construction of individual identities

<table>
<thead>
<tr>
<th>Benchmark complete</th>
<th>Benchmark incomplete or missing</th>
<th>Benchmark exceeded (Total number of students meeting this benchmark, including the number of students not completing the assignment)</th>
<th>Benchmark exceeded (Total number of students meeting this benchmark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student work complete or missing</td>
<td>Demonstrates minimal or no understanding of the impact of dominant assumptions on the social construction of individual identities.</td>
<td>Identifies and describes the historical and/or institutional development of the dominant assumptions that influence the development of individual identities.</td>
<td>Explains how institutions maintain the dominant assumptions that influence the development of individual identities.</td>
</tr>
</tbody>
</table>

The total for each row must match the total number of students enrolled in course.

### C. Student understands systems of privilege (such as racism, sexism, classism, heterosexism, linguicism, able-ism and colonialism) and oppression within societal structures

<table>
<thead>
<tr>
<th>Benchmark complete</th>
<th>Benchmark incomplete or missing</th>
<th>Benchmark exceeded (Total number of students meeting this benchmark, including the number of students not completing the assignment)</th>
<th>Benchmark exceeded (Total number of students meeting this benchmark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student work complete or missing</td>
<td>Demonstrates minimal or no understanding of systems of privilege and oppression. May show openness to the reality of these systems in the past but does not see them as having any impact in the present.</td>
<td>Identifies systems of privilege and oppression and describes the place of these systems within societal structures. Recognizes the reality of these systems in the past and does see them as having impact in the present.</td>
<td>Explains the dynamics of systems of privilege and oppression and their impact on institutional and interpersonal experiences, opportunities, and outcomes.</td>
</tr>
</tbody>
</table>

The total for each row must match the total number of students enrolled in course.

Describe the Conclusions and Discoveries made from the results represented in the rubric. For example, if an element “stands out” please provide an explanation and context to assist in understanding the results.

Use of Results. Did the results lead to changes in the course/experience? If so, describe the changes made. If not, describe why changes were not needed. Please provide an example, if possible.
Controls

- Save and Close for Later
- Create a Pdf of Form
- Print
- Save And Continue
- Submit to the Assessment Office

Signatures

<table>
<thead>
<tr>
<th>Participants</th>
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<th>Status</th>
<th>Result</th>
<th>Comments</th>
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<tr>
<td>Kraft, Nicole L</td>
<td>9/29/2016 8:44 AM</td>
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<td>Faculty</td>
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<tr>
<td>Kraft, Nicole L</td>
<td>-</td>
<td>Active</td>
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