

LSUA Annual Assessment Form

Bachelor of General Studies - Humanities Concentration

2015 - 2016

Reporting Unit

Academic Year

Section I

LSUA Goal:

II a. All academic curricula and programs will demonstrate currency and rigor.

Statement of Purpose

Graduates will exhibit critical thinking ability.

Unit Desired Outcome:

1. Graduates will write effectively.

Assessment Methods and Criteria

1. Graduates are to submit their best undergraduate paper to be evaluated by humanities faculty: foreign languages and philosophy. The faculty are to use a rubric to assess the papers according to the six areas (1) thesis, (2) structure, (3) use of evidence, (4) analysis, (5) logic and argumentation, and (6) mechanics. The six areas were to be evaluated as superior, good, borderline, needs help, really needs help, and failure. It is desired that graduates score good (B/B+) or higher.
2. Graduates will submit a paper from one of their upper division humanities classes and the critical thinking will be assessed according to a rubric.

Section II

Results of Assessment

1. There were 7 graduates in the Bachelor of General Studies with a concentration in the Humanities this year however only four students submitted their papers for assessment even though they were told that this would not count against them. 2 Students were given B/B+; One student was scored B- by one professor and B+/A- by the other professor. Two students were scored B by both professors. And the final student was scored B- by one professor and B/B+ by the other professor. The benchmark was met.

2. The papers were not analyzed for critical thinking this year since we didn't have a rubric for this.
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Section III

Use of Results

1. 1. The rubric appears to be sufficient for evaluation students but it is difficult to get students to submit their papers for assessment or it may be the case that not all students have a paper from an upper division humanities course. This seems unlikely but possible. We will continue to use this method to assess students since it is impossible to pin down one class that all BGS Humanities students take.
 2. We will find or develop a rubric and use it in the future. Critical thinking is one of the important outcomes of a humanities education and we can use this criteria to assess the success of the education.
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Academic Year

Section I

LSUA Goal:

II a. All academic curricula and programs will demonstrate currency and rigor.

Statement of Purpose

Graduates will exhibit critical thinking ability.

Unit Desired Outcome:

2. Graduates will exhibit critical thinking ability.

Assessment Methods and Criteria

1. Graduates will be evaluated on their critical thinking skills by means of evaluation of a paper they submit that they have written in one of their humanities classes. The rubric will be

Section II

Results of Assessment

1. This method was not employed this year due to a lack of a rubric.

Section III

Use of Results

1. Next time a rubric will be found or developed.