**General Education Humanities Outcome: FORM A: faculty report**

LSSU graduates will be able to analyze, evaluate, and explain human aesthetics and its historical development.

This assessment maps to LSSU’s Institutional Learning Outcomes by addressing ILO 3: Analysis and Synthesis.

**Target Outcome:**90% of students will achieve or exceed Level 2 competency in the ‘Explain’ sub-outcome.

 80% of students will achieve or exceed Level 2 competency in the ‘Evaluate’ sub-outcome.

 70% of students will achieve or exceed Level 2 competency in the ‘Analyze’ sub-outcome.

 **EXPECTED OUTCOME:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3 - Meets** | **2 – Partially Meets** | **1 – Progressing**  |
| 1. **Explain**
 | With consistency, the student consistently and appropriately understands the creative contribution within its related style, time period, trend, and/or academic construct.   | With frequency, the student shows some understanding of the creative contribution within its related style, time period, trend, and/or academic construct.  | Occasionally, the student understands and interprets the creative contribution within its related style, time period, trend, and/or academic construct. More often, this is misunderstood/ misinterpreted. |
| 1. **Evaluate**
 | With consistency, the student appropriately assesses the creative contribution’s value to the chain of past and present cultural artifacts.  | With frequency, the student partially assesses the creative contribution’s value to the chain of past and present cultural artifacts.  | Occasionally, the student understands and assesses the creative contribution’s value to the chain of past and present cultural artifacts. More often, this is misunderstood/unsuccessfully assessed. |
| 1. **Analyze**
 | With consistency, the student methodically examines a cultural artifact from both an aesthetic and historic perspective in an accurate manner.  | With frequency, the student partially examines a cultural artifact from both an aesthetic and historic perspective in an accurate manner.  | Occasionally, the student does methodically examine a cultural artifact from both an aesthetic and historic perspective in an accurate manner. More often, this examination is not methodical. |

**Assessment Results**

**Course: Semester:**

**Number of Course Sections Assessed: Instructor:**

**Total number of students completing the assessment**:

**Assessment Method** (*i.e., exam questions, presentation, research paper, etc*.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Indicate the number of students who met or exceeded the expected outcome on each of the criteria:**

(*Note:* Recording data for those who scored below the expected outcome may also be useful for assessment).

 **EXPECTED**

**OUTCOME:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| 1. **Explain**
 |  |  |  |
| 1. **Evaluate**
 |  |  |  |
| 1. **Analyze**
 |  |  |  |

**Summarize the students’ strengths related to the outcome as evidenced in their work?**

**Summarize the students’ weaknesses related to the outcome as evidenced in their work?**

**Summarize the strengths and weaknesses of how your assessment method measured this General Education outcome.**

(*Examples of Humanities Outcome assessment reporting follow*)

**Humanities Examples**

*OUTCOME:* LSSU graduates will be able to analyze, evaluate, and explain human aesthetics and its historical development.

**Summarize the students’ strengths related to the outcome as evidenced in their work.**

|  |  |
| --- | --- |
| **Assessment Method** | **Example Summary** |
| Reflection Paper | Students were able to identify and explain ideas and concepts relating to individual choices and forming a balanced position on justice and the function of a participatory democracy. Most were able to use the concepts discussed in class to analyze, evaluate, and explain their own views on human aesthetics and its historical development within the framework of a participatory democracy. |
| Performance Reviews | Most students could explain the impact of theatrical styles, time periods, trends, on historical development within different theatrical time periods. Their written performance reviews methodically and accurately described, interpreted, and evaluated performances with supporting textual and visual details, and understood the ongoing cultural and political value of theatre in historical development. |
| Exam Questions | Students were able to use cinematic language to discuss and evaluate historical development through a variety of film narratives and aesthetics. This included analysis of various components of a film’s mise-en-scène (design, lighting, composition and movement) and the ways in which a director, production designer, and/or cinematographer advances the narrative through aesthetics in a film. |

**Summarize the students’ weaknesses related to the outcome as evidenced in their work.**

|  |  |
| --- | --- |
| **Assessment Method** | **Example Summary** |
| Reflection Paper | Some students continue to struggle to add depth and precision to their views as they attempt to analyze, evaluate, and explain human aesthetics and its historical development. Not all students provide enough foundational premises to support their views. Overall, students clearly express their views, but need to focus more on developing support for their positions through stronger analysis and evaluation. |
| Performance Reviews | Most students were able to engage with the theatrical performances’ importance and historical styles, but many misinterpreted the works and did not assess accurately because their aesthetic/historical analysis and evaluation was unfocused.  |
| Exam Questions | Students lacked proficiency when trying to situate a film within a specific cultural or historical context. They found it difficult to analyze, for instance, the ways in which Martin Scorsese was influenced by Italian neorealism when he made *Goodfellas.*   |

**Summarize the strengths and weaknesses of how your assessment method measured this General Education outcome.**

|  |  |
| --- | --- |
| **Assessment Method** | **Example Summary** |
| Reflection Paper | The rubric used to grade reflection assignments is well balanced but should be supported by an exemplary reflection from one or more students who exceeded the learning objective for the analysis and evaluation of human aesthetics and its historical development. |
| Performance Reviews | Strength: A combination of readings, lectures, and written work. Prompt questions evoked creativity to reimagine and adapt works to relate them to today’s world. Weakness: Prompt questions could focus more specifically on the analysis and evaluation of human aesthetics and its historical development as a more direct measure of student learning for this General Education outcome. |
| Exam Questions | This assessment identifies areas in which students need more instruction or practice, such as cultural and historical applications of cinematic techniques and theory. Individual analyses of how challenging films could still have value to them revealed that some students need additional instruction or practice to analyze cultural aesthetics and historical applications of cinematic techniques and theory.  |